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ABSTRACT

Bulletin number 1 of 17 stated that it will be published at regular monthly intervals. Its purpose is to inform member states, United Nations agencies, National Commissions for UNESCO, non-governmental and inter-governmental organizations of plans for "International Education Year 1970 (IEY)" and coming events. As proclaimed by resolution 2412 of the 23rd session of the U.N. General Assembly, the program objectives included: 1) functional literacy for adults; 2) equal access of girls and women to education; 3) the training of middle and higher level personnel for development; 4) the adaptation of all education, both general and technical, to the needs of the modern world, especially in rural areas; 5) the preservice and inservice training of teachers. In addition, development of educational research, comparative education and study of new methods and media, the promotion of the idea of life-long education, and emphasis on education as a means for promoting greater international understanding are important objectives within the scope for action for IEY. (Author/DJB)

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1970
INTERNATIONAL EDUCATION YEAR

Message
from Mr. René Maheu
Director-General of Unesco

On this first day of the New Year, I should like to remind all the countries of the world that, at the suggestion of Unesco, the General Assembly of the United Nations has designated 1970 as INTERNATIONAL EDUCATION YEAR; and I would ask them to do everything in their power from now on to make this a year of significant achievement, both qualitative and quantitative, in the field of education.

In many countries, at the present time, both the forms and the content of education are being seriously challenged. Instead of indulging the illusion that controversies and passions will eventually die down of their own accord, we shall do better to make a bold attempt to understand and grapple with the crisis in which we should, moreover, discern not so much the threat of some unimaginable collapse as the promise of a necessary renaissance.

We live in a world that is changing before our very eyes - a world in which the population explosion, decolonization and the profound economic and social transformations resulting from technological development are so many forces making for the democratization of education. At the same time the acceleration of scientific progress is resulting in the more and more rapid obsolescence of knowledge, and the development of mass communication techniques and audio-visual methods is revolutionizing the traditional bases of communication. With all this it is out of the question for education to be confined, as in the past, to training the leaders of tomorrow's society in accordance with some predetermined scheme of structures, needs and ideas, or to preparing the young, once and for all, for a given type of existence. Education is no longer the privilege of an élite or the concomitant of a particular age; to an increasing extent, it is reaching out to embrace the whole of society and the entire life-span of the individual. This means that it must be continuous and omnipresent. It must no longer be thought of as preparation for life, but as a dimension of life, distinguished by continual acquisition of knowledge and ceaseless re-examination of ideas.

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But how is education to broaden its bounds in this way if it remains compartmentalized in its internal organization and isolated as a whole from life and society? Not only are the various elements involved in the educational process often poorly integrated, but education as such is still all too often cut off from the rest of human activity. In too many cases, the school, the college and the university, far from living at one with the community, constitute tiny worlds of their own.

For example, that an electronics engineer should have no properly organized means of sharing his knowledge with those of his colleagues, friends and neighbours who would like to bring their information up to date; that an educational establishment should be used for a maximum of only two hundred days in the year, and then for eight hours a day at the very most; that young people who have studied for several years at school or university should be unable to turn the skills they have acquired to account on the labour market because they have failed in some competitive or other examination: all this is waste - of material resources, of human potential - which must no longer be tolerated anywhere, and least of all in the developing countries.

And since I have referred to those countries, how can I pass over in silence the most monstrous, the most scandalous of all the many instances of wasted human potential: illiteracy, which still, at the present time, keeps more than one-third of the human race in a state of helplessness, below the level of modern civilization? When shall we make up our minds to eliminate this scourge from the face of the earth?

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These are the sort of problems to which the world community is invited to address itself on the occasion of INTERNATIONAL EDUCATION YEAR, in order that bold and inventive solutions may be found and applied. And it is towards the universal and life-long education I have referred to that Unesco asks governments, institutions and individuals to direct the necessary effort of reflection and promotion.

No one can be blind to the immense difficulties of the structural and intellectual conversion that this idea of life-long education implies if it is not to be allowed to sink in a bog of empty verbiage. For what is needed is nothing less than the organic integration of school and university education with out-of-school education and adult education - two branches which, even today, are all too often regarded as peripheral when it is obvious, if we take an overall view, that they are destined to play an essential part in the continuing and many-sided moulding of the human mind. Naturally, no one supposes that all this can be achieved, anywhere, in the course of a single year. But the time has come for all of us to advance boldly together along this path, which is the path of contemporary mankind.

The great crises of education have always coincided with profound changes in society and in civilization. I believe that we are approaching one of those moments in history. The need for new human models, both for society and for the individual, is making itself felt almost everywhere. And while inventions of such complexity may be beyond the power of education alone, we all realize that without education they would be quite impossible. For, when all is said and done, no progress has reality or meaning for man except in so far as it is projected and reflected in his education.

It is therefore in the name of the right of every human being to education, as a right to progress and renewal, that, on this day of hope and peace, I declare INTERNATIONAL EDUCATION YEAR open and appeal to peoples for that generous emulation and to States for that beneficent co-operation on which its success depends.

René Maheu

international education year 1970

bulletin

No. 1
July-August 1969

This is the first issue of an IEY Bulletin which will appear at regular monthly intervals. Its purpose is to inform Member States, United Nations agencies, National Commissions for Unesco, intergovernmental and non-governmental organizations of plans for International Education Year 1970. In addition, this Bulletin will serve as a calendar of coming events connected with IEY. It will appear in both English and French and will be distributed as widely as possible.

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International Education Year 1970

The United Nations General Assembly in adopting resolution 2412 of its 23rd session on 17 December 1968 officially designated 1970 as International Education Year. That decision endorsed a programme of action, drawn up by Unesco at the request of the United Nations and outlined in resolutions 1.111 and 1.112 of the fifteenth session of the Unesco General Conference. Both resolutions will appear in full in the September issue of this Bulletin.

A first question many will ask is why an International Education Year? This requires a restatement of what is envisaged by the United Nations, and by Unesco which has been charged with the task of co-ordinating and stimulating United Nations action for IEY.

When IEY was officially announced, Mr. René Maheu, Director-General of Unesco, expressed its purpose in the following words:

"International Education Year must be more than a mere celebration. Its purpose should be to promote concerted action by Member States and by the international community towards four main objectives:

1. to take stock of the present situation throughout the world;
2. to focus attention on a number of major requirements for both the expansion and the improvement of education;
3. to make available greater resources for education;
4. to strengthen international co-operation."

With education in the industrialized and in the developing world in a crisis, the choice of 1970 as International Education Year is timely. This crisis was fully recognized at the Conference of European Ministers of Education convened by Unesco in Vienna in 1967. Governments are concerned over problems they must face and the ever increasing costs which must be met if the crisis in education is to be overcome. Students and teachers have also demonstrated their concern over structures, educational programmes, even the very goals of education.

IEY comes at the threshold of the Second United Nations Development Decade, a time when a fresh opportunity presents itself for world-wide concerted efforts to meet and overcome the problems of education. These problems entail the need for reforms and changes within existing education systems; new ways need to be found to discover what are the needs of given societies and of individuals within those societies.

Clearly, education must be taken in its broadest sense, to include all forms of instruction and training. International Education Year will be directed to the entire range of activities which provide learning experiences, whether these activities be formal schooling or the less formal, training on the job or prevocational training.

The programme for IEY thus is underlined by three principles. First, education should be understood to include all forms of training and instruction. This emphasizes the concept that education does not end with the formal school years, but is a life-long process.

Second, although emphasis will be given to national programmes, IEY should be conceived as a concerted activity by the whole United Nations system based on the contribution of education to economic and social development. Third, programmes should focus on promoting reflection and action by governments themselves as well as by the international community at large.

All of this means, then, that the IEY programme should amount to a series of national efforts begun in 1970 towards common goals which might not otherwise have been needed. The United Nations and its agencies will carry out a programme which should provide, together with national and international efforts, the necessary intercommunication for IEY.

Within the United Nations system, Unesco has primary responsibility for the international aspect of IEY. The decisions of Unesco's

General Conference (fifteenth session), and its reflections concerning objectives and themes, may be seen as a starting point. In this connexion the objectives set out in the resolution merit close examination.

These objectives include: functional literacy for adults; equal access of girls and women to education; the training of middle and higher level personnel for development; the adaptation of all education, both general and technical, to the needs of the modern world, especially in rural areas; the pre-service and in-service training of teachers.

In addition, development of educational research, comparative education and study of new methods and media, the promotion of the idea of life-long education, and emphasis on education as a means for promoting greater international understanding are important objectives within the scope for action for International Education Year.

To meet these objectives for IEY, action by both national and international bodies can be conceived in a logical sequence - study, operations and information; all of which may lead to a synthesis and modification of policy.

Study and Stocktaking should enable countries to assess their education and training systems, in certain instances with expert assistance from the United Nations and its appropriate agencies. Valid international generalizations on parts or the whole of these systems may help.

With regard to operations, specific projects will be developed in the course of 1970, more often of an experimental nature related in one way or another to the objectives for the year. The main stress will be on innovation - to throw new light on age-old concepts of education.

Concerning information, this is a vital field for highlighting what should be new and vigorous reflections on the problems and plight of education today and on creative action for the future. The information services of the United Nations and its agencies have all pledged their co-operation. They will co-ordinate efforts to support and stimulate national public information programmes.

This IEY Bulletin will be devoted expressly to providing information of events concerning IEY, particularly regarding plans and activities of Member States, of United Nations agencies, National Commissions for Unesco, intergovernmental and non-governmental organizations.

The Bulletin, appearing at first in English and French, will serve not only as a calendar of events connected with IEY, but also as a news-sheet providing details on the activities of all bodies participating in IEY. By keeping abreast of what appears here, it should be possible to be fully informed of what is happening throughout the Member States of the United Nations.

Finally, the essential aim of International Education Year should be to bring a new and vigorous fresh breath to education - to the official agencies in countries, the Ministries and to the international bodies that serve them - but especially, to the schools, colleges, training centres, and all the places where groups gather for the purpose of learning. For it is from teachers and their students, and the communities around them, that the new ideas, approaches and techniques come.

National plans and programmes

Unesco has informed Member States of the priority objectives and themes for International Education Year. Member States have been requested to set up the necessary machinery for action and to make their plans known as soon as possible.

In a letter to Member States in June, the Director-General of Unesco, Mr. René Maheu, suggested that "consideration should first be given to the relative urgency of different educational questions in each country." He also drew the attention of States to two of the objectives for the year: life-long integrated education and functional literacy work.

"Life-long integrated education" is considered of special importance because it enables us to see the whole problem of education from the standpoint of the future. "Functional literacy work" also has been stressed on many occasions by the United Nations General Assembly and by the Unesco General Conference, as of primary importance.

The circular letter to Member States contained three annexes which, in addition to providing a copy of the resolution on IEY adopted at the May 1969 meeting of the Unesco Executive Board, supplied examples of activities States might undertake in connexion with IEY - and a list of Unesco projects within the IEY programme.

As information from Member States becomes available it will be reported here.

The United Nations and Specialized Agencies

Subsequent to the adoption of the United Nations General Assembly and Unesco General Conference resolutions on International Education Year, communications were sent by the Director-General of Unesco to all United Nations Specialized Agencies. A summary of action taken, or proposed, by organizations within the United Nations system, follows:

Towards a concerted programme of the organizations within the United Nations system

The decision to bring together the efforts of the various agencies in a "concerted programme" should not obscure the fact that International Education Year is primarily an occasion for action at national level. Far from being an end in itself, an international concerted programme should be considered as providing Member States with a platform around which their own initiatives may be organized in common directions.

All Specialized Agencies and organizations within the United Nations system have shown great interest and a desire to contribute to IEY activities. As yet not all of their specific proposals for inclusion in the IEY programme have been received.

Elements so far available are briefly analysed below on the pattern set by the Unesco General Conference and endorsed by the General Assembly: studies and surveys; operational activities; policy making; public information and publications. The Specialized Agencies referred to include: United Nations Educational, Scientific and Cultural Organization; the International Labour Office; the Food and Agriculture Organization; the World Health Organization and the Universal Postal Union; and, of course, the United Nations itself. As details come to hand of plans and programmes of other United Nations agencies they will be published in this Bulletin.

Studies, surveys and stock-taking reports

Because of the exceptional generality of its terms of reference, the Unesco World Survey of Education will be the focal point of the activities under this heading and should make it possible, by synthesis of the information from individual nations, to identify the problems and main trends of the hour. The results will be submitted to the Unesco General Conference, sixteenth session, in November 1970, and will be the basis for its discussions on the International Education Year.

Studies of a comparable nature, by other institutions, will throw light on some of the major factors influencing education. The ongoing world survey of agricultural education, for example, being conducted jointly by FAO,

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ILO and Unesco, will gather essential data, as will the report of the World Population and Housing Census which the United Nations will have ready in 1970. This report will provide essential information regarding school enrolment and literacy operations. Education and its rôle in the development of the child will also be dealt with in the reports to be presented in 1970 by the United Nations, on the world social situation and on "Children in a Changing World".

Studies and surveys of a more specialized nature will include the completion of a reference work on the training of technical and vocational teachers - by ILO and Unesco jointly. The World Health Organization (WHO) will contribute to IEY by stepping up its own researches on problems of teaching and training. The World Meteorological Organization (WMO) proposes an inventory of meteorological training facilities available in selected countries. UNRWA, from information collected in joint UNRWA-Unesco education programmes, will undertake analytical studies of the costs of education at different levels. UNITAR intends to organize seminars on training and research programmes and methods in international organizations.

Unesco itself will arrange a symposium in February 1970 on the theme "Education and the Development of Man". This will entail a twofold attempt at a critical reappraisal of today's educational systems and at elucidating the values which should inspire contemporary efforts in education. This symposium will contain a philosophic dimension without which it cannot be considered complete.

Operational activities

As, at this time, it is perhaps too early to give more than an outline of proposals and suggestions from the various organizations which comprise the United Nations and its agencies, none the less, a number of suggestions under this category are already available: International Bank for Reconstruction and Development (IBRD) and the United Nations Development Programme (UNDP) have stated their willingness to reinforce their activities relating to education and training during IEY. The World Food Program (WFP) will also make further increases in its contribution to food aid in the field of education.

A United Nations project, in which Unesco will participate, and which is due to begin in 1970, with UNDP support, is a large-scale operation in the Ivory Coast in the use of television for instructional purposes.

UNICEF

This organization has made a selection of projects representing an effective and assessable contribution to certain of the IEY objectives - such as access of women to education, education for international understanding and the training of leadership for rural development.

UNRWA

A programme, in conjunction with ILO and Unesco, is planned for pre-vocational training for young adults, for which it is hoped to get the co-operation of some Member States.

Training courses and sessions: In 1970, training courses oriented to IEY objectives will be arranged by the ILO, Unesco, WHO and the Universal Postal Union (UPU). In addition, WMO, the International Atomic Energy Agency (IAEA), General Agreement on Tariffs and Trade (GATT) and possibly the International Civil Aviation Organization (ICAO) and the International Telecommunication Union (ITU) will also arrange special courses and training programmes for IEY.

Education policy

Two major conferences will enable governments to take stock of the situation and work out the policy lines necessary in important domains. The first is the XXXIInd International Conference on Public Education to be held in Geneva in July 1970. At this conference the necessary conditions for more effective educational systems will be defined. The second is the World Conference on Agricultural Education and Training to be held in Copenhagen in July-August 1970. In addition to numerous other conferences, details of which will be given here in the months to come, action will be encouraged for a more extensive and stricter application of certain conventions or recommendations (e.g., status of teachers, non-discrimination in education).

The United Nations High Commissioner's Office for Refugees will mark IEY by encouraging host governments to accord the same treatment to refugees as to their own nationals in the field of secondary education.

Publications and public information

All United Nations agencies have agreed in principle to focus attention on International Education Year in their public information programmes. In addition to stimulation of public information efforts at the national level, some production of both printed and audio-visual materials will be undertaken by the agencies themselves.

UNESCO PUBLICATION PROGRAMME

Plans have been made for publications on such themes of IEY as (i) the status of education in the world of 1970; (ii) life-long permanent education; (iii) equality of access of women and girls to education; (iv) functional literacy; (v) educational research; (vi) training opportunities offered in the United Nations system of organizations.

Unesco in special issues of the Courier, Unesco Features and Unesco Chronicle, in its film, radio and documentation sector will mark the IEY with specially prepared prototype material. Speakers' notes, a photo poster set, and a leaflet for use by non-governmental organizations will be available in limited quantities. A new Unesco periodical, Prospects in Education, prepared primarily for teaching personnel, is available. The first issue is being circulated in August 1969.

OTHER AGENCIES' INFORMATION PROJECTS

UNRWA has suggested joint information efforts with Unesco for IEY concerning the UNRWA-Unesco Institute of Education. The World Food Program (WFP) plans a booklet on the subject of food aid in education. The International Atomic Energy Agency will co-operate with Unesco on a photo story concerning the International Centre for Theoretical Physics at Trieste. Unicef will publish and distribute a wall chart on Unesco-Unicef co-operation in the development of primary and pre-vocational education. Finally, United Nations Office of Public Information plans a wide variety of public information activities, particularly in the audio-visual field. The Universal Postal Union will ask postal administrations to consider issuing commemorative stamps for IEY. Such stamps may or may not use the IEY symbol being designed for Unesco and expected to be ready in September.

Overall review of the planned international programme

Though the information available to date on the plans of the United Nations and its agencies is not complete, it will be evident from the foregoing that IEY will not be regarded as an isolated event, an occasion for celebration without sequel, but rather as time for evaluating past efforts - and still more as a starting point.

IEY emerges, then, as a "bridge-year" - between the First and Second United Nations Development Decades. It will provide the opportunity to measure education and training as factors in the process of economic and social development. This will be the objective of the studies and inventories which will help Member States to orient their activities during the Second Development Decade.

The other important element in this bridge-year of IEY will be the combined search for a renovated definition of education, its rôle and its methods. In this regard Unesco has emphasized the concentration of the international community's efforts on the notion of life-long integrated education.

And so the International Education Year 1970 should permit an analysis by all nations of the causes of the world crisis in education now evident. New syntheses can then be arrived at which should suggest ways to surmount the crisis.

Non-governmental organizations

A list of non-governmental organizations which have expressed their intention to participate in the IEY is given below. As more details become available, concerning precise plans of these organizations, they will be published. Organizations in this category are reminded that precise information concerning plans and activities during IEY 1970 - places and dates, events, conferences and publications - is needed.

International Association of Universities
International Association for Educational and Vocational Information
International Commission of Agricultural Engineering
International Catholic Child Bureau
International Council of Jewish Women
International Commission of Jurists
International Publishers Association
International Federation of University Women
International Recreation Association
International Union of Family Organizations
International Voluntary Service
Women's International Democratic Federation
World Association of World Federalists
World Council of Christian Education
Red Cross (League of RC Societies)
International Council of Scientific Unions
World Council of Churches
World Federation of Catholic Youth
World Federation of Democratic Youth
World Federation of United Nations Associations
United Towns Organization
World Confederation of Organizations of the Teaching Profession
World University Service
Boy Scouts World Bureau
World Young Women's Christian Association
Universal Israelite Alliance

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international education year 1970

bulletin

No. 2
September 1969

This is the second issue of the IEY Bulletin which appears in both English and French. Contents of this issue include an interview with Mr. Raymond Rodriguez, chief of the Unesco Special Unit for International Education Year; information on the plans and projects of non-governmental organizations, and the resolutions of the United Nations and Unesco on the IEY

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International Education Year and after

Interview with Mr. Raymond Rodriguez, Chief of the Special Unit set up by Unesco to stimulate and co-ordinate action for International Education Year. Mr. Rodriguez first answers a question concerning the 12 priority themes for consideration during IEY and after. The United Nations and Unesco resolutions covering these objectives appear as an annex in this issue of the Bulletin. They embody the themes and areas for action during IEY.

Question

Perhaps you could first begin with some comments on the 12 priority themes for International Education Year set out by Unesco in the resolution of the General Conference?

Answer

First of all, I should say that while each of the priority areas speaks for itself, together they open up a wide field of possible action. What is more important than simply redefining these themes is what they represent to people at this point. Certainly in the months to come, as Member States and organizations concerned with education and IEY prepare their plans and programmes, we shall assist and guide them with position papers on each of the 12 priority areas in question. We shall try to make these papers a valid summing-up of the problems involved. At this stage our primary aim is to alert everybody to the importance of these objectives. Another point, and it is not unrelated, is the fact that IEY must be an occasion for stocktaking on the one hand and creation on the other. To merely indulge in academic exercises with such issues as functional literacy, or democratization of learning, would be quite insufficient and would lead to a sterilization of the real aims for IEY.

Q. After the 82nd session of the Unesco Executive Board, in April last, two points became clear. First, Member States are vitally interested in IEY. Second, its success will depend upon action taken at the national level. Could you comment on what your Unit hopes Member States will do?

A. This was in fact suggested in concrete terms in the second of two letters sent by Unesco's Director-General to Member States on 23 June. It ranges from legislative action aiming at the eradication of discrimination in education, to television programmes geared to greater public involvement in educational matters. Two observations in this regard: neither the IEY Unit, nor the Unesco Secretariat as such, intend to preach at Member States. We shall not preach on the significance of an International Education Year they themselves have decided to mark in 1970. But we certainly hope and believe that 1970 will be significant and useful. We believe that if each nation clearly and fully takes stock of the present situation with respect to education, then IEY will have been worthwhile, because a truly conscientious reappraisal is bound to bring about new answers to old problems, as well as radical new departures.

Q. What would you say to those who - either in government or in the fields of education itself - might claim that they are already doing all that is needed for education at national and international levels?

A. Even those who devote an impressive and sometimes overwhelming part of their resources to education could in all frankness consider the following questions. Are we spending our money properly? Should we not explore new systems of education on which investments would prove fully 100% productive? Shouldn't we listen more to what youth is saying about inadequacies in education in relation to everyday life? Need one add the appalling and frequently cited comparison made between what nations spend on education and what they allocate to military purposes.

Q. How do you see the rôle of the United Nations agencies vis-à-vis that of Member States, intergovernmental and non-governmental organizations in relation to IEY?

A. As no fresh resources have been made available to organizations within the United Nations system, we cannot promote new international undertakings - to implement specific IEY projects. The rôle of Unesco and its sister United Nations agencies must be to inspire and stimulate activities at the national level. We also must organize an adequate system which will enable us to inform all active in IEY what Member States and organizations are doing. Also, because of our special and central position, Unesco must detect the most useful directions to be followed.

Q. Much of Unesco's work in education at present is devoted to helping developing countries. What about the developed countries and their existing educational programmes? Speaking generally, what might be some of their particular priorities for IEY?

A. In the context of IEY, the priorities for the developed countries are not substantially very different from those of developing ones. In no country can it be said that educational systems are perfect. It is imperative that a new definition of the aims of education be found. What forms, structures, content and end-product, should the educational process have in the decade to come? Change in education is not only a question of more of the same and better, or of money, but also a question of more imagination and courage. Unesco believes that the concept of lifelong education offers the right working hypothesis on which to base continuing efforts. This concept I would like to return to later.

Q. The crisis in education throughout the world is bringing into question the quality even more than the quantity of education. This is especially so in the developed countries. What account should be taken of this crisis during IEY?

A. Full account. Actually my belief is that if all countries represented at the United Nations General Assembly decide to have an International Education Year, it is precisely because of the existence of what has been called "the world crisis in education". This decision has come at an opportune moment. Opportune, because to focus attention on education in 1970 is not an arbitrary or lightly taken decision. It is indeed in line with history itself.

Q. At this point would you comment on what is meant exactly by education in the term International Education Year? Unesco has stated that education should be taken in its broadest sense to include all forms of instruction and training.

A. This again raises the difficult game of definitions. You are right, however, that we must be clear about what we mean by education. It will be one of the purposes of IEY to bring to light not only new approaches and policies for education, but perhaps even a new definition of what education is or should be all about. In this regard I would like to quote part of a statement made by the Director-General of Unesco: "With regard to life-long education, it is now a matter of common knowledge that this is a concept which explains the real meaning of modern education and which should inspire and sum up all efforts directed towards reform. Education is no longer confined to a particular age, that is, only a part of life; coexistent throughout its length, it represents an attitude and a dimension of life. This radical change in outlook ruthlessly reveals all the difficulties encountered, which spring up on every side, and at the same time provides the only path to their solution. But life-long education must not remain a mere slogan. Indeed, no reconversion requires so vast and complex a forward planning. For what is involved is no less than a merging of school and university education in a global system within which out-of-school education and so called adult education, now generally regarded as marginal, are destined to appear as the very core of the discipline of the mind. ...In the period following International Education Year, which we have reason to hope will give an impetus to global thinking and the will to reform, this ought to be the main line along which should be planned, over the next decade, Unesco's activities in all matters pertaining to education".

Q. A real and continuing dialogue between educators and policy-makers on the one hand, and those receiving education or training on the other, is needed. To what extent do you think this might begin in earnest during IEY?

A. Well, it has in fact begun already. This should really make the IEY a veritable "bridge-year", in that on the basis of what has already begun and should continue we shall be able to build a new meaning for education. With regard to the dialogue, we will only achieve that if, to begin with, we stop talking of those who "give" and those who "receive" education, and talk more of an 'educative society" where everyone is in fact engaged in both operations.

Q. As a result of the studies and stocktaking carried out during IEY by the United Nations agencies, to what extent is it likely that Member States will be further guided or influenced in matters of education for the decade to come?

A. The United Nations agencies will certainly help prepare the frame for the future orientation of world educational programmes. But the framework for action is one thing; even more important is the concrete action to be taken by Member States themselves. That is what really matters.

Q. More than two thousand years ago, the sage Kuan-Tsu is reputed to have said: "When planning for a year ... sow corn. When planning for a decade ... plant trees. When planning for life ... train and educate people". Does this saying sum up United Nations and Unesco philsophy for International Education Year?

A. Yes, apart from the fact that we must get things moving during the year itself and not, as it were, during an International Education Lifetime. The departure point is now. So far, we have mostly heard of trees being planted and corn being sown. In other words, we are still very much at the appeal stage. Apart from this, Kuan-Tsu and Twentieth-century Unesco agree on the fact that education is a life-long process, which calls for adequate, continuing and imaginative deeds rather than mere words.

Non-governmental organizations

Some plans and projects already announced for 1970.

International Association of Universities: Fifth General Conference in August-September 1970 at Montreal, Canada. Two items related to IEY on agenda: "International University Co-operation" and "The University and Society's Immediate Needs". These items are expected to lead the Conference to discuss the themes and objectives which have been drawn up for International Education Year.

International Federation of University Women: National associations are being urged to co-operate for IEY. Regional Conference from 20 to 22 April 1970 organized by Turkish branch. Theme chosen for this conference, in regard to IEY, is "Literacy, means of education". This theme will be developed under three headings: 1. What is a developing country? 2. The status and problems of illiteracy in developing countries and adult education in developing countries. 3. The evolution of family life in relation to education in developing countries and children's elementary education.

Women's International Democratic Federation: Regional seminar in Sudan planned for 1970. Subject: "Functional Literacy and the Professional Training of Women". It is hoped that libraries and educational centres will be set up in Africa, Asia and Latin America. Also, that functional literacy and professional training seminars for women in the framework of IEY will be held in Africa and Asia.

International Council of Jewish Women: IEY, including the work of Unesco, will be the major programme emphasis for its approaching triennial period.

World Association of World Federalists: Education workshops in Canada during August 1970, to prepare ground for large international congress in 1971, on the Introduction of a global perspective into syllabuses everywhere.

World Federation of Democratic Youth: To contribute to IEY with seminars and conferences on: 1. Access of rural youth to education (a regional conference is to be held at Dahomey, Africa). 2. Study research on the rights and responsibilities of Youth. 3. Children and international education. 4. Young workers.

Association for Supervision and Curriculum Development: March 1970 Conference at Asilomar, California. Topics: "In the minds of men: educating the young people of the world" and "Men for tomorrow": a challenge to education".

World Education Fellowship: Among activities planned for IEY are several concerned with primary education and the rôle counselling plays in education. In honour of the centenary of the birth of Maria Montessori, a conference will be held in July 1970 in London. This conference will be concerned with the primary stages of education.

World ORT Union: Studies and courses for 1970 and IEY include; studies on the relationship between general and technical education through the introduction of technology and practical work in general education and the guidance of students towards further technical studies. Courses: experiments in courses for secondary education, and the issuing of materials developed experimentally. Two IEY objectives to receive special attention: 1. Middle and high-level manpower for development. 2. Transition from selection to guidance in secondary and higher education.

World Union of Catholic Teachers: Congress to be held from 3 to 8 August 1970 in Montreal Theme: "The school and the teacher in this changing world". During this congress special emphasis will be given to IEY.

ANNEX

United Nations and International Education Year

THE RESOLUTION 2412 ON THE INTERNATIONAL EDUCATION YEAR
ADOPTED UNANIMOUSLY BY
THE GENERAL ASSEMBLY ON 17 DECEMBER 1968 READS:

The General Assembly,

Recalling its resolution 2306 (XXII) of 13 December 1967, by which it decided to observe an International Education Year and provisionally designated the year 1970 for this purpose,

Noting with satisfaction Economic and Social Council resolution 1355 (XLV) of 2 August 1968, particularly the invitation to all the United Nations agencies, bodies and organs to participate in the preparation of programmes of concerted action within the context of an overall strategy for development during the next decade and in close co-operation with the United Nations Educational, Scientific and Cultural Organization,

Noting with appreciation that consultations between the United Nations Educational, Scientific and Cultural Organization and the interested Specialized Agencies have taken place and that the International Education Year was reviewed at a meeting of the Administrative Committee on Co-ordination in October 1968,

Noting with appreciation the resolution on the International Education Year adopted on 19 November 1968 by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its fifteenth session, and in particular the fact that the Organization would assume primary responsibility for the preparation and execution of an international concerted programme,

Recognizing that education in a broad sense is an indispensable factor in the development of human resources which is essential to ensure the attainment of the goals of the Second United Nations Development Decade.

1. *Decides* to designate 1970 as International Education Year;
2. *Endorses* the programme of action for the International Education Year set out in the resolution adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization and described in the reports submitted by the Secretary-General to the Economic and Social Council and the General Assembly;
3. *Recommends* States members of the United Nations and members of the Specialized Agencies and of the International Atomic Energy Agency to take stock of the situation with respect to education and training in their countries and to plan and initiate or stimulate action and studies linked to the objectives and themes of the International Education Year in the context of their preparation for the Second United Nations Development Decade;
4. *Requests* the United Nations Educational, Scientific and Cultural Organization and the organizations of the United Nations system concerned to provide within available resources all possible assistance to governments, especially those of the developing countries, in their efforts to pursue the objectives formulated by the United Nations Educational, Scientific and Cultural Organization for the International Education Year;
5. *Further requests* the Secretary-General, with the assistance of the United Nations Educational, Scientific and Cultural Organization, to report to the General Assembly at its twenty-fourth session, through the Economic and Social Council at its forty-seventh session, on the progress achieved by the organizations of the United Nations family in the preparations for the International Education Year.

1745th plenary meeting
17 December 1968

Unesco and International Education Year

RESOLUTION ON THE INTERNATIONAL EDUCATION YEAR, ADOPTED BY A UNANIMOUS VOTE OF THE GENERAL CONFERENCE OF UNESCO AT ITS FIFTEENTH SESSION IN NOVEMBER 1968

1.111 Member States are invited, should the General Assembly of the United Nations declare 1970 as International Education Year:

(a) to take stock of the existing situation in their respective countries with respect to education in its broad sense;

(b) to initiate or stimulate studies on problems relating to improving the situation with particular reference to the objectives and themes which will have been adopted for special attention under the International Education Year;

(c) to encourage educational authorities, public and private, to initiate such new activities as may be needed for the same purpose;

(d) to make a special effort in order to increase financial resources for educational development;

(e) to participate effectively in the international programmes to be conducted by the United Nations system under the auspices of the International Education Year;

(f) to launch a programme of action comprising practical measures for the elimination of all forms of discrimination and for the promotion of equality of opportunity and treatment in education, and to integrate it in their educational development plans.

1.112 The Director-General is authorized:

(a) to assume primary responsibility, in collaboration with the other organizations of the United Nations system and taking into account the suggestions presented by them, for the preparation and execution of an international concerted programme;

(b) to advise Member States, in co-operation as appropriate, with other agencies, bodies and organs of the United Nations system, on the principal objectives on which they should focus their attention and concentrate their efforts, so as to contribute to the framing of a global strategy for education for the Second Development Decade;

(c) to propose for this purpose to Member States, the International organizations of the United Nations system and the other governmental and non-governmental international organizations concerned, the following objectives, concepts and practices:

Objectives

(i) functional literacy for adults;

(ii) equal access of girls and women to education;

(iii) training of middle and higher level personnel for development;

(iv) democratization of secondary and higher education;

(v) transition from selection to guided choice in secondary and higher education;

(vi) adaptation of education (both general and technical) to the needs of the modern world, especially in rural areas;

(vii) development of educational research;

(viii) pre-service and in-service training of teachers.

General concepts and practices

(ix) educational technology - the new methods and media;

(x) life-long integrated education;

(xi) reconciliation in education of a spirit of tradition and preservation of the intellectual and moral heritage with a spirit of renewal;

(xii) promotion of ethical principles in education, especially through the moral and civic education of youth, with a view to promoting international understanding and peace;

(d) to orientate specific projects provided for in the Programme and Budget for 1969-1970, such as studies, operational programmes, regional and international conferences and public information activities, so as to make them contribute fully towards the realization of the abovementioned objectives of the International Education Year;

(e) to turn to account the studies conducted on the occasion of the International Education Year for defining the principles of long-term educational planning;

(f) to transmit to the General Assembly of the United Nations the text of the present resolution;

(g) to report to the General Conference, at its sixteenth session, on Unesco's participation in the International Education Year and the general outcome of the activities undertaken in that connexion.

Articles and information material from issues of the IEY Bulletin may be republished freely by newspapers, journals, radio and television and other media. It will be appreciated, however, if cuttings or copies of publications in which material appears are sent to the IEY Special Unit, Unesco, Place de Fontenoy, 75 Paris 7e, France. Contributions of articles and material for free reproduction in this Bulletin will be welcome. They will carry a credit to authors and organizations.

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Perspectives in lifelong education

This article written by a member of the Unesco Secretariat examines some of the implications of life-long education for the future. Its author, Mr. Paul Lengrand, is with Unesco's Department for the Advancement of Education. He has devoted many years to the study of the problems and issues relevant to the notion of life-long education. This is the first of a series of articles covering the 12 priority themes and objectives for International Education Year 1970 which will appear here in the months to come.

What is life-long education?

The term "life-long education" covers a very wide field. In some cases it is applied to strictly vocational education, that is, training and refresher courses in a particular technical skill. It may also cover much the same ground as adult education, taken in a much broader sense than training for a specific job though excluding the development of all facets of an individual's personality. But more frequently it is being applied to new activities and fields of research which are not included in the traditional notion of adult education, much less vocational training, and which express a desire for evolving a new style of education.

At the present stage of thinking and practice, life-long education is a very complex notion. We should perhaps attempt to systematize its various elements and show their interrelationship with one another. According to the first - probably the most widely accepted - meaning of the term, education does not end when the individual leaves school (whether primary, secondary or university) but continues throughout life. This interpretation of the educational process is reflected in what we call today adult education.

It might appear therefore that it is simply a natural tendency to give a new name to a form of education which in fact already has a long tradition. But one may discern in this context a less traditional element, setting it apart from the narrower concept of adult education as a means of making good the shortcomings of basic education. The latter coincides to a certain extent with the theories and practise of popular education and culture. However, the use of the term "life-long education", is intended to embrace a much broader concept: the continuation of the educational process, without interruption, to fulfill the aspirations and develop the potentialities of each individual human being, and to meet the ever more pressing demands of a world in transformation. Everyone nowadays realizes that, in the present-day world where structures are constantly changing, the lives of individuals, communities or nations cannot be geared to any standard formula of education.

This first meaning of life-long education is therefore a limited concept, and research on new orientations is at present being carried on in many institutions, including Unesco.

The world symbol for IEY 1970, designed by the French artist, Victor Vasarely, is reproduced on the front cover of this month's issue of the Bulletin. Vasarely contributed the design to Unesco through the International Association of Art. This symbol, by the established master of the kinetic image, is available for use by governments, postal administrations, educational authorities and mass media throughout the world as the universal insignia for IEY.

A radical transformation of the concept of education

If a man can and should continue learning, training and improving his professional qualifications, developing his intellectual, emotional and moral potentialities, contributing more to his personal relationships as well as to the community at large, and if adult education is to provide adequate facilities to help him achieve these aims, then educational thinking and processes must undergo a radical transformation. It is obviously impossible to maintain traditional systems of education when the needs they were designed to meet have changed. Since every man and woman is engaged throughout life in a continuing process of learning, the kind of education that is being provided today, especially for young children and adolescents, must be overhauled completely both in its content and in its methods. Up till now, the basic aim of primary, secondary and university education was dictated by the traditional view that life was divided into two distinct parts: a period of preparation and training, followed by a period of action.

In primitive societies, the young were prepared for adulthood by the elders or wise men of the community or tribe and those who had mastered various techniques. This preparation ended with a period of initiation, after which the young man or woman entered adult life and was expected to play his or her appropriate rôle.

In our own societies, we have created similar rites for this transition in the form of examinations and diplomas marking the end of training for adult life. After passing his final examinations, at 15, 20 or 25 years of age, a young man was considered ready for working life, equipped with the appropriate intellectual baggage, references, standards of behaviour, habits and customs to enable him to play a rôle in adult society for which his abilities and his social status more or less adequately fitted him.

Life was thus neatly divided into two parts and the aim of education was to provide the future adult with the attributes he would need to fill the various rôles he might be called upon to play in life. As a result, the whole education system was designed to cram the pupils' heads with all kinds of facts, and they were supposed to draw on this accumulated capital as best they could to lead a satisfactory life. But if, on the contrary, man can and should continue to learn and educate himself throughout his life, there is no reason to overburden his brain as a child.

The rôle of the school, in this perspective, changes completely. To start with, it should contribute as effectively as possible to real education. In a harmonious system of life-long education, this only begins after the individual leaves school or university and undertakes his own education, and when he possesses the necessary motivations to continue study and training. Instead of being essentially a process of acquiring knowledge, basic education becomes a kind of preclude. Rather than offer courses in different subjects, it should provide the future adult with the means of expressing himself and communicating with others. The main emphasis should be on mastery of language, on the development of faculties of concentration and observation, on knowing how and where to obtain information and the ability to work with others. The very existence of a broad and vigorous system of adult education will have an impact on all educational thinking and practice, firstly in the university, then in secondary and primary school and beyond that in the family and the community in which it is applied.

According to a second interpretation of life-long education which is closer to the true nature of this concept, all educators and particularly those engaged in adult education must undertake a complete overhaul of all the different forms of education and training required by modern man in all the different stages of his existence. Each period of our lives in fact represents at once a unique and valuable experience and a preparation for future stages. This duality is true not only of childhood and adolescence but also of the early years of adult life, maturity as well as the periods later in life. Each phase of man's experience should be lived to the full and should contribute its part of experiences, pleasures and satisfactions in the long process by which he gradually comes to know himself through a series of revelations. On the extent to which every individual benefits fully from each period of his life depends his preparation for subsequent periods. To live as if one had been granted some kind of reprieve is merely a form of escapism. Yet this is very often the case with children and adolescents. Schooling acts as a brake on their development and prevents them from leading the kind of life they should at that stage, with the result that they develop a negative attitude towards education which seems to restrict their freedom, instead of being a source of joy and personal fulfilment. A truer understanding of life and its different phases leads to a much more comprehensive view of life-long education, embracing far more varied activities than adult education which, however, will have a very important rôle to play. Since all aspects of education are interwoven in an organic whole, it would be illogical to introduce vital reforms in the first phase unless there is an active and well organized system of adult education.

Other aspects of life-long education

Consideration must also be given to other less fundamental aspects of life-long education conceived as a process of learning which must meet the needs of each successive phase of life. Firstly, there can be no question of an age limit for education: education is a way of life, or rather a way of being aware of what is happening in the world. Some individuals are alive to what is going on around them, others pay no attention. There are people whose whole aim in life is the search for security; others on the contrary are not only prepared to take risks but voluntarily seek adventure and tackle difficulties. The whole purpose of life-long education is to make individuals aware of the world around them, to launch them into the steam of life, in contrast to the kind of sleepwalker's existence of those who, at some stage or other, have stopped learning and drifted into conformist habits of mind.

Secondly - and this is very important - the notions of failure and of success lose their significance. It goes without saying that in a system of education which finishes at a certain age and is marked by "initiation rites" consisting of examinations, diplomas or other forms of selection, those who succeed are cut off from those who do not. Society is thus divided into two groups: the fortunate on the one hand, and the unlucky or unacademic on the other, who thus find themselves labelled for life by often entirely fortuitous circumstances. But if, with the appropriate structures, an individual is engaged in a continuous process of education and is constantly learning something new, then a failure is only relative. If he does not succeed in one particular venture, many other opportunities are open to him in which he can test his abilities. He does not become a failure, he merely has had one failure among others in his life; in the same way, a success is also relative and only applies to one in a series of undertakings which may or may not prove successful. When it is institutionalized, success may prove just as much of a constraint as failure, and in some cases even more detrimental. An individual who fails in a particular venture is forced to take stock, to start afresh, whereas an individual who succeeds - especially if his success sets him apart from his fellows - tends to believe that the rest of his life will be plain sailing. For those who are constantly starting something new in a process of life-long education, success and failure are only relative notions and thus lose any absolute significance. The aim is to increase each individual's possibilities of expressing himself on the intellectual, emotional, social and professional planes, as well as in relationships between the sexes, between parents and children, and so forth. There are countless situations in which a man succeeds or fails, but the important thing is that he should have a positive approach to these situations, that he should be vigilant and inquiring, not a passive observer. Certainly, one cannot entirely rule out all selection: industrial and commercial firms or administrative enterprises, for example, are not prepared to recruit staff on trust but demand certificates and diplomas. In actual fact, therefore, there is a contradiction which cannot be ignored between the development of life-long education and the practical necessity for selection. But in the main this is not a problem for educators, but one which must be solved by employers who will have to find their own means of recruiting the men and women they need, on condition that this obligation for selection at a given moment does not have a backlash on general education, which is governed by other imperatives. Moreover, it may be possible to develop systems where, even after selection, there are opportunities for an individual who has already qualified for and entered one profession to follow study courses for others and to be able to change from one to another. Facilities of this kind already exist in some Socialist societies, and in certain countries no one may occupy a post of high political or social responsibility for more than a limited number of years. This practice might become more general, so as to favour a rotation which would mean constant revision in selection, providing new opportunities for those who give proof of their competence in their work and a chance for employers to recognize the talents and abilities of their employees.

Education for the development of personality

Another important consequence of life-long education is that it will, to a far greater extent than traditional education, reveal the originality of each individual. Human nature is the same the world over, but every human being is unique: in the words of the philosopher "You cannot descend in the same stream twice". Each individual is to a certain extent aware of this need to develop his potentialities and live his life as fully as he can. Consciously or perhaps subconsciously, he strives to free himself from anonymity and to leave his own imprint on the contributions he makes to his environment, to his times and to the type of civilization of which he is a product. The objects he contributes only partially reflect and express his personality and cannot represent the rich and varied amalgam of elements which make him unique.

Education at the present time takes no account of this basic factor of human individuality. Under the present system, there is no time for it. Schooling is spread over a fixed span of years and ends at a given age, without taking account, for example, of the fact that individuals of equal intelligence and ability progress at varying rhythms: some may be in full possession of their faculties at the age of 20 while others may not reach this stage until they are 30 or even later. An important rôle is played in this process of depersonalization by examinations and diplomas. The criteria - very often arbitrary - on which they are based were established many years ago to meet the demands of a type of society, of categories of employment, temperaments and casts of mind that are by no means universal. In school, the criterion is not the individual, with his biological, psychological, sociological, historical and geographical characteristics, but whether he is a good or bad pupil. These evaluations are very superficial and neglect the day-to-day realities and laws of individual development. In fact, an individual spends his whole life acquiring self-knowledge. That this conquest is a lengthy process can best be seen in the works of great artists: Matisse, Picasso, Titian and Rembrandt are outstanding examples. Works painted by Rembrandt at the age of 30 reveal an artist of exceptional talent and ability, but the man himself is absent. It is only in the later works produced by Rembrandt after the age of 40 and to a greater degree towards the end of his life, that we find the painter and the man fully reconciled. The greater an individual's potentialities, the longer the time needed for their fulfilment. With few exceptions - for example, Mozart, Raphaël and Watteau who attained their zenith at an early age - the story of Rembrandt is typical.

What is true for the lives of creative artists is true also, in substance, for all human beings. We are all involved in the great adventure of humanity. In each successive stage of life, through various trials, in relationships with others and in private reflections, man reveals his true originality, unless he is subjected to the tyranny of more forceful patterns such as those imposed in school. Only a small minority can adapt to the accepted - and very restrictive - intellectual pattern which does not take fully into account the real resources of the mind.

When life-long education becomes a reality, it will be possible to offer greater scope to each individual human being, to be less ruthless and tyrannical and to provide for the needs of a greater diversity of people.

Life-long education and modern thought

Through the process of life-long education, each individual will be able to benefit from some of the outstanding advances in modern thought over the past 150 years, including such concepts as historicity, scientific thought and relativity.

By historicity, we mean an awareness

that the elements of knowledge are not revelations, nor can philosophic reasoning be taken as fact; that knowledge is a series of conquests but that all advances in knowledge are subject to revision; a recognition of the contribution of past generations to present truths; an ability to situate the ideas of an era or of an individual in the context of the evolution of ideas and of the instruments for perceiving and expressing them, and an awareness of one's own progress through a series of stages. This approach enables us to view our own very important era in its historical context and to decipher the historical character of any event. Up till now, education systems have neglected this dimension: the facts taught to young children - the future adults - are generally presented as revelations and are rarely situated in a historical context.

Secondly, there is the scientific approach, the spirit of discovery, of constant questioning. The scientist who undertakes an investigation does not know at the start what he will find. For him, the main interest lies not in gaining knowledge but, once he has discovered a fragment of truth, in recognizing it as provisional and in proceeding on the basis of that discovery. In contrast to the dogmatic attitude, the scientific approach consists in never formulating a judgement without verifying the facts. It is diametrically opposed to the search for security, which refuses to study problems afresh, seeks to avoid risk, demands ready-made answers and evades fundamental questions. Countless men and women are educated to go through life accumulating answers and basing their attitude on accepted opinions. This is the antithesis of the scientific spirit, which readily admits the possibility of risk, including that of being mistaken. Education should teach us to accept risks and to regard them as a blessing, rather than a hazard in life. Such an approach will only be possible if science is no longer merely a subject in the curriculum, and the scientific method is applied to all aspects of education.

Thirdly, the process of life-long education must include the notion of relativity which is the natural consequence of the development of historicity and of the scientific approach. Since truth and reasoning are the products of a historical process and all knowledge is provisional and subject to constant revision and verification, the notion of the Absolute singularly restricted. Education should systematically inculcate in each individual the idea that his beliefs, convictions, ideologies, his habits and customs are not universal patterns or rules applicable for all time and in any civilization or way of life. To understand and accept the relativity of all situations and viewpoints should be one of the principal aims of education. This means that differences should be regarded not merely as a factor to be taken into account but as a common source of wealth.

Life-long education therefore can and must assimilate these essential conquests of modern thought and introduce them into the thinking and actions of each individual. Most of us still base our lives on archaic patterns; we have not yet succeeded in launching out in the spirit of modern intellectual adventure, research and challenge. Regretfully and unwillingly, we are carried along by the tide of events, striving vainly to slow down or swim against the current. Most people find reality unpleasant and are disorientated when their views and theories are contradicted by the course of events; they lose confidence in themselves when the customary responses are no longer valid. Due to lack of training, they are unprepared to rise to their full stature and devote all their energies to seeking new solutions. They do not seem to realize that the main interest in life lies in this search. Through life-long education, it will eventually be possible for everyone to acquire this mental faculty, this attitude towards life and truth. Compared with present adult education programmes, particularly in their more limited interpretation, this is obviously a far richer and broader concept. It is an entirely new view and interpretation of the education process and even - on a higher plane - of human destiny, which projects the notion of a continuous struggle for self-conquest as a substitute for that of allowing oneself to be lulled into a sense of false security. It is also a guide for future action, because the principles of life-long education offer clear orientations for the educational reforms which must be made if such action is to be vigorous, intelligent and constructive. Lastly, it is this concept of education which will enable man effectively to fulfil his destiny in the true spirit of modern thinking.

Member States

Some plans and project officially announced for the IEY

Republic of Burundi: The government will concentrate on further development in the following areas particularly: functional literacy for adults; equal access of girls and women to education; the training of middle and higher personnel for development; transition from selection to guided choice in secondary and higher education, and adaptation of education (both general and technical) to the needs of the modern world, especially in rural areas. A pedagogical institute is to be established, and during vacation periods teaching personnel will attend seminars and in-service training courses organized by the Ministry of Education.

Hungary: Within the framework of IEY, the Hungarian Ministry of Education will convene its Fifth Educational Congress in September 1970. The Congress is expected to discuss the following subjects: the socio-economic, scientific development and education; the rôle of school and out-of-school education and co-operation between the two; the status of teachers and further teacher training; the status and task of the pedagogical sciences. Additional plans include commemorative ceremonies on the occasion of the 300th anniversary of the death of Comenius. In the course of IEY there will be a congress on " Comenius and Hungary" . At Sarospatak where Comenius lived and wrote his "Orbis Pictus" and where, during 1650-1654, he endeavoured to carry out in practice his theory of education, a statue is to be erected and unveiled at a special ceremony.

Morocco: An interministerial committee will be established to co-ordinate activities for IEY. This committee will include advisers on secondary school teaching and two experts on educational planning. Other projects envisaged are: national seminars on education and youth; the publication of a weekly literacy review, and a programme for popular education - details of which will be made available in November this year.

United Nations Specialized Agencies

International Telecommunication Union: "World Telecommunications Day", 17 May 1970, will have as its theme Telecommunication and Education. Telecommunications training schools will hold an " Open Day" , by which the general public will be informed of the objectives and methodology of this agency's training programmes. The May 1970 issue of the Telecommunication Journal will be devoted to "Education and training", and will include specially commissioned articles on training in this field, together with practical information on how training schools work in various parts of the world.

Intergovernmental organizations

League of Arab States: The Cultural Department will sponsor a regional Arab Conference on "Arab Youth". In addition, two educational seminars will be held. The first will deal with " educational audio-visual aids and mass communication media" . The second will tackle the "national culture of the Arab child" . All Arab countries are being invited to take part in these seminars. Finally, the Secretariat of the League is to prepare a report on efforts exerted by the Arab League in the area of educational co-ordination in the Arab World.

Non-governmental organizations

News of plans in progress

International Association of Art: Through this organization the French artist, Victor Vasarely, has contributed the world symbol for International Education Year. This Association will celebrate IEY internationally during 1970 at the 2nd World Conference on the Professional Training of the Artist, in Yugoslavia, which has offered to host the Conference for the IAA.

Several national communittees of the IAA are planning special activities for the IEY, e.g.: Hungary: a regional meeting; United Kingdom: 4 scholarships awarded to students from developing countries; Sweden: reforms envisaged in art education.

Universal Esperanto Association: Work has begun on a programme for IEY, including studies and research on educational questions in various countries, especially as regards teaching of national languages and of the international language Esperanto. Information concerning educational matters is being published in Esperanto translation through the Association's "New Bulletin" and the Esperanto Press. Special meetings and conferences on educational subjects are being organized by the Association's Advisory Commission on Schools in co-operation with the International Esperanto League of Teachers. The Association will support educational projects both through the Unesco Gift Coupon Programme and its own Gift of Books scheme.

International Union of Students: During IEY the national unions of students affiliated to this parent body will be encouraged to continue their analyses of national educational systems. Results obtained will be generalized by the IUS as guiding lines for its activity. The 10th International Union of Students'Congress, to be held in 1970, will discuss an Educational Manifesto which will synthesize analyses of educational systems in various socio-political milieux, including such aspects as administration, student participation in running educational institutions, university autonomy, etc. This organization will use its publications, booklets and visual information materials to publicize International Education Year. Three seminars will be held during 1970: "Democratization of Education - Models of Economic Development" in Senegal; "The Student Fight Against Illiteracy" in Ceylon; and "Education and the Technological Revolution" in Poland.

International Schools Association: A conference specially arranged for the IEY is to be held in New York from 19 to 27 August 1970 on "Education 70 - National and International". It is open to all interested parties, who may obtain further details from the Association's Director - 41, rue du XXXI-Décembre, 1211 Geneva 6, Switzerland.

"A youngster of 17 has as much right to work as to study; olsters have as much right to study as to work."

Margaret Mead - anthropologist.

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

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> "Never, in fact, have reflection and dialogue been more essential in the sphere of education; nor have they ever had a more universal bearing than in this critical era in which - under the triple pressures exerted by progress of the mind, development, and the challenge of youth - the systematic renovation of education appears to be called for practically everywhere in the world."
>
> René Maheu,
> Director-General of Unesco

We have been informed officially...

This month's Bulletin is given over to news from Member States and non-governmental organizations. Plans and programmes published here are not complete, but cover the information made available so far. In this regard, we should like to remind readers that precise and final plans are what is needed. Shortly before this issue was printed, the 83rd session of Unesco's Executive Board met and discussed progress to date on IEY. The positive response from some Member States and NGOs was acknowledged and others were requested to make known their national programmes - to Unesco's Special Unit for IEY - not later than the end of the year 1969.

That...

France

The Ministry of Education has requested that six specialized educational journals, under its patronage, devote an issue to the themes proposed for IEY by Unesco. The journals are: *Revue Française de Pédagogie*, *Média*, *Textes et Documents pour la Classe*, *l'Education*, *Avenirs* and *Education Permanente*. Towards the end of 1970, the French National Commission for Unesco, with support from the Ministry of Education (Direction for Co-operation) and from the Institute of Economic and Social Development Studies, will organize a conference for French speaking research specialists on the evaluation of projects in functional literacy. A seminar of French speaking experts will be held in September 1970 on the mechanisms of the learning process.

Japan

An impressive programme has been drawn up by the Japanese National Commission for Unesco. The details are subject to approval by the Japanese parliament. They include a ceremony in 1970 at which those who have rendered distinguished service to education in the developing world, and to education for international understanding, will be awarded commendation.

EXPO '70

Plans are in progress to organize several functions in connexion with the IEY at Expo '70. These include the commendation of the winner of the 1970 Pahlavi Prize for work in the area of literacy.

IEY POSTAGE STAMP

A special IEY postage stamp is under consideration. Other projects envisaged for the year are: the establishment of new universities and the reform of existing institutions; a comprehensive national centre for in-service training of teachers; the sending abroad - for experience of foreign educational services - of some 1,500 elementary and secondary school principals; the revision of the course of study for the upper secondary school; the sending of mobile expert teams for the training of agricultural teachers in Asia, and, under the Unesco Associated Expert Scheme, other experts will be made available.

AID TO DEVELOPING COUNTRIES

The government will arrange several expert meetings and training courses, mostly for the benefit of developing countries in Asia. These will include expert meetings on educational planning and financing; refresher courses for secondary teachers in science, and expert meetings on programmed instruction with emphasis on computer-assisted instruction. Teachers will be sent abroad to help in education for international understanding. Plans also include a campaign lasting five weeks, in the summer of 1970, on national television networks. This campaign will be devoted to teaching about the United Nations and IEY. Throughout 1970, translation and publication of educational surveys and research work, and of Unesco publications dealing with education, will be intensified.

Poland

The government will convene a conference on "Co-operation between the school and family in connexion with education and the younger generation".

Syria

The Ministry of Education has formed a commission for IEY comprising representatives from the Ministries of Higher Education; Culture; Tourism; Economy and Overseas Trade and Planning.

Tanzania

Plans are being made to hold courses at the University College, Dar es Salaam, in the theory and practice of educational administration; in educational supervision and in public policy and development of human resources. Further courses proposed as part of a long-term post-graduate programme are: experimentation and training in the principles and techniques of micro-teaching; educational research; educational psychology and evaluation techniques.

USSR

An extensive plan has been drawn up by the Ministry of Education and the USSR National Commission for Unesco. A number of conferences, meetings and symposia, have been proposed by organizations within the Soviet Union working in close collaboration with the Education Ministry and the Academy of Pedagogical Studies. The Ministry and these organizations will take part in IEY conferences planned by Unesco for 1970. The Soviet Union authorities are particularly interested in giving their support to "The XXXIInd session of the International Conference on Education", the "Conference of Experts for International Understanding and Peace", and also, "The World Conference on Agricultural Education and Training".

INFORMATION

The USSR Ministry of National Education, the National Commission for Unesco, and the Ministry of Secondary, Higher and Specialized Education will contribute articles to Unesco's Prospects in Education and provide information to this Bulletin. In 1970 serious efforts will be made to improve the system of Popular Education. During the year the list of educational and cultural activities planned will include:

CONFERENCES, SEMINARS, SYMPOSIA AND MEETINGS

CONFERENCES

On problems of pre-school education and the preparation of children for school.

On Lenin and the teaching of aesthetics in schools.

On the improvement of educational methods for a new secondary school programme in Biology.

Of Soviet professors of the history of education - the theme will be the teaching of the history of education.

On pedagogical analyses, systems, methods and structures and their philosophical substantiation.

On the systematic and structural approaches to pedagogical research and their materialistic and dialectical basis.

On the introduction and implementation of optional courses in physics.

On perfecting experimental research in specialized pedagogy and psychology.

On the use of technical teaching materials in rural schools.

On teacher-training improvement.

On practical work in specialized schools.

On exchange in pedagogical experience, and research results obtained by teachers.

On social psychology within the context of the centenary of the birth of Lenin.

SEMINARS

On the problem of the interaction of the personal and social element in education.

On problems concerning the construction and use of school equipment.

SYMPOSIA

On training in manual work for children in urban schools.

On improvements in the planning and organization of the whole education system.

On physiology - concerning children and adolescents of all ages.

On the problems of the psychology and physiology of the worker.

On physical education.

MEETINGS

On questions concerning children's aptitudes.

The Second Session of the Council for Coordinating Pedagogical Research in the USSR.

The Third Session of the Council for Coordinating Pedagogical Research.

1970 - A YEAR FOR PEDAGOGICAL RESEARCH IN THE USSR

Special articles on education and the pedagogical sciences will be commissioned in 1970. Soviet journals will devote special chapters to International Education Year. Radio and television in the Soviet Union will also assist in promoting IEY.

Central African Republic

Emphasis during 1970 will be given to continuing campaigns in the sphere of literacy. The ef- mass media will be mobilized to greater efforts in support of this programme. As details concerning results obtained become available they will be published here.

Finland

The Education Sector of the Finnish National Commission for Unesco has been charged with the preparatory work for IEY. It will concentrate on the themes of life-long integrated education and education for international understanding. A national symposium is planned on the first of these themes. The Finnish United Nations Association will organize an international summer course dealing with this theme, and also a seminar for journalists on the information aspects of the IEY. Teachers' organizations, as well as those of the Centre of Civic Education; students; peoples' educational organizations and the Institute for Educational Research will collaborate with the Education Section of the National Commission to finalize the year's programme. There will be press, radio and television campaigns, and Unesco publications for the year will be widely distributed.

The Holy See - Vatican State

The theme for World Peace Day, 1 January 1970 will be "Education for Peace through Reconciliation". Pope Paul VI, in his public address to the world on that day, will thus be stressing one of the special themes for International Education Year. As stated by the permanent Observer from The Holy See to Unesco:

"This theme, chosen as a contribution to education and peace, is one of the special themes for IEY 1970 as drawn up by the United Nations. The evangelical message of forgiveness and reconciliation should effectively contribute to the moral and spiritual education of humanity".

We have also learned that...

Algeria

The National Economic and Social Council has proclaimed IEY as "a national year of education and training". A national conference will be held from 5 to 10 January on the theme "Development of education - innovation and perspectives". Participants will include prominent Ministry officials, representatives from the social and economic sectors, trade unions and various national organizations.

Democratic Republic of the Congo (Kinshasa)

Three themes have been chosen by this government for special attention during 1970: functional literacy and education for understanding; co-operation and international peace, adult and life-long education. The Directorate for Adult Education will take charge of activities in these areas.

Federal Republic of Germany

The National Commission will establish a special unit to draw up plans and co-ordinate activities for IEY. One plan involves an international project - the Foundation Prix Jeunesse International - within the framework of IEY. This five-day programme, during the first half of June 1970, would include the presentation of television programmes from different nations; reports by producers, and seminars including young people from different countries invited to this International Youth Forum. The main prize will be given for a programme submitted by and made for young people in the age groups 12-15 years, and 15 years and over.

Intergovernmental organizations

Organization of Central American States

The ODECA has informed us that it is conducting a study of tendencies and needs of education in Central America with a view to formulating plans and projects at a regional level. Results will be submitted to the Seventh Ordinary Meeting of the Cultural and Educational Council of ODECA early in 1970. As a further contribution to IEY, this IGO will organize a high level conference of Education Ministers, and Ministers for Economic Planning, as well as representatives of other organizations, to examine the function of education in the future in this region. The conference will examine education in the context of the integrated development of Central America in order to set up a basis for a regional policy in this field.

Non-governmental organizations

Is your organization one of those listed below? If not, send us precise details of your plans for IEY.

NOTE TO HEAD OFFICES OF INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS

Please note that Unesco cannot undertake to mail direct to national branches, but we should be glad to provide sufficient quantities of each issue of the IEY BULLETIN for distribution purposes.

INTERNATIONAL ASSOCIATION FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENTS

This Association will conduct an international educational survey in 19 countries. Children in the age groups 10 years, 14 years, as well as pre-university pupils in full-time education will be tested. This survey will involve just over a quarter of a million pupils from some 10,000 schools. The aim is to provide policy makers with more factual evidence concerning the relative importance of educational practices in determining educational achievement. Further details may be obtained from the IEA, Wenner-Gren Centre, Sveavagen 166 (8TR), S-11346 Stockholm, Sweden.

INTERNATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN

The Federation has notified Unesco of its support and of arrangements already made for the dissemination of the "Decisions of the General Assembly of the United Nations" on IEY to all its members.

INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS

The 36th session of the IFLA will take place in Moscow in August 1970. The subject of this meeting will be "Libraries as a force in Education", within the context of IEY.

INTERNATIONAL LEAGUE FOR CHILD AND ADULT EDUCATION

A programme of activities has been arranged for July-August 1970 at the University of Dakar, Senegal. These comprise seminars on youth and adult education; African studies and an international congress on lay education. One of the main points of this programme will be to deal with the question of the promotion of action in favour of the development - in a spirit of international peace and understanding - of extra tutorial activities, as well as to guide youth on the question of participation in education as a solution to their problems.

PAX ROMANA

Mouvement International des Etudiants Catholiques will conduct studies first on the national, then international level, of problems concerning university reform and the conflict between the generations. Mouvement International des Intellectuels Catholiques will organize special courses for African teachers next year. These will be designed to aid teachers develop in their students a real concern and sense of responsibility for the development of their countries. Similar courses will be held in Latin America on the social and economic problems of the continent.

SOROPTIMIST INTERNATIONAL ASSOCIATION

Activities planned within the SIA include: studies of education facilities available locally; the degree of literacy in particular areas; the use of adult education courses; mass media - its merits and demerits, and the use of mechanical aids in teaching. Study and action to promote equal access of girls and women to education and training. Assistance with projects in the areas of literacy, freedom from hunger, elimination of discrimination in education and employment. Support for selected Unesco Gift Coupon projects; Unicef service plans; scholarships and fellowships for secondary education in developing countries and for university study. The provision of educational equipment for a school in Botswana and for a kindergarten school for mentally handicapped children in Israel; assistance in building and operating a day-school and community centre in Turkey, and for a school destroyed by earthquake in Samoa. The SIA will support the Save the Children Fund; offer hospitality to students studying abroad; award scholarships and, in keeping with the aims of IEY, publish articles on educational problems and programmes.

UNITED TOWNS ORGANIZATION

Supports all objectives for IEY. Proposes a vast programme for 1970 in which, on the last Sunday in April, 30,000 towns throughout the world will celebrate a festival of "World United Towns Day". A principal theme for this day will be International Education Year. Literature on the aims of IEY will be prepared and distributed on the day. The UTO will distribute texts prepared by the Secretary-General of the United Nations, U Thant, and by the Director-General of Unesco, René Maheu, to mark IEY on the occasion of "World United Towns Day".

WORLD ORGANIZATION FOR EARLY CHILDHOOD EDUCATION

Ten countries have so far confirmed their intention to participate in activities co-ordinated by this NGO. Because of limited space only two examples can be quoted here:

Australia - Lady Gowrie Centres, in each capital city, will concern themselves with evalution of pre-school education. The Australian branch of this NGO will publish a study on the training of teaching personnel in this field. IEY will be widely advertised in "The Australian Pre-School Quarterly".

Belgium - Research will be carried out into the development and education of young children, especially among the socially and culturally handicapped. Work will begin on establishing what equipment is essential, and what are the respective rôles recreation and choice in study should play in education. Other countries concerned are: U.S.A., Argentine, Italy, Spain, Canada, Lebanon, Czechoslovakia and the Philippines.

WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION

This NGO sees Equal Opportunity through Education as a key objective for the year in terms of its current plans for 1970. WCOTP will hold a special seminar in New Zealand immediately following its 1970 Assembly of Delegates in Australia. As a contribution to IEY, it would like to use the New Zealand seminar to develop concrete ways in which teachers' organizations could serve the objectives of International Education Year. In this regard, the WCOTP has made suggestions to Unesco and put certain proposals, which are currently being studied. The Secretary-General of this NGO has stated that the objectives of his organization with regard to IEY are, in substance, to involve teachers' organizations in the aims of the year, not only in 1970, but also in the years ahead.

News briefs

ASIAN REGIONAL INSTITUTE FOR SCHOOL BUILDING RESEARCH

This Unesco-sponsored Institute has made two provisions for 1970. First, the Development Group Adviser has made an officer of the Institute responsible for International Education Year plans. Second, proposals for the year have been included in the Institute's plans for 1970. These include the preparation and publication by ARISBR specialists of a book "The design of schools for Asia"; the distribution to Unesco National Commissions of material on ARISBR (photos, folders, etc.), and publicity for the Institute's work through local exhibitions.

NETHERLANDS UNIVERSITIES FOUNDATION FOR INTERNATIONAL CO-OPERATION

A special Committee of Recommendation is being constituted for a seminar on international education in the context of IEY. Unesco has been invited to be a member of this committee. Others invited are the Ministers of Education and Sciences; Foreign Affairs; Development Aid; Agriculture, and the Burgomaster of Rotterdam.

WOMEN'S NATIONAL BOOK ASSOCIATION (U.S.A.)

This association passed unanimously a resolution which was later reaffirmed at the National Membership meeting held in June 1969 in Atlantic City, N.J. The resolution reads: "That the ten chapters of the Women's National Book Association would pledge their utmost effort within their communities during International Education Year to enhance the work of the United Nations and its associated agencies. The Women's National Book Association will urge its membership, which includes bookwomen in every field, to concentrate on the production and dissemination of additional materials on the United Nations and its work".

UNITED KINGDOM EDUCATION ACT CENTENARY

1970 marks the centenary of the British 1870 Education Act, which was the basis of free, universal schooling in the United Kingdom. A suitable programme of events on a national level is being arranged by a Working Party officially appointed for this purpose. There will be a special exhibition at Central Hall, Westminister, London, during May. Local authorities will organize their own special functions.

TO ALL ORGANIZATIONS PLANNING PUBLICATIONS FOR INTERNATIONAL EDUCATION YEAR

We would like to suggest the following mention - together with the emblem for IEY - to appear on the title page of all publications for 1970:

THIS PUBLICATION IS A CONTRIBUTION OF ...(name of organization)
... TO INTERNATIONAL EDUCATION YEAR, 1970.

The Unesco Special Unit for IEY would like to receive at least one copy of such publications in order to have a complete record of all efforts in this field.

Unesco Gift Coupon Programme

PROJECTS YOU MAY WISH TO AID DURING INTERNATIONAL EDUCATION YEAR

The following is a list of specific projects, approved by Unesco, which readers and organizations may wish to aid during IEY:

LITERACY	Literacy and Adult Education in Tanzania.
SCHOOLS	Botswana Pilot Teacher Training Centre, Francistown.
SPECIAL EDUCATION FOR HANDICAPPED CHILDREN	Special centres in Brazil, Chile, Ethiopia, Ghana, Jamaica, Madagascar, Malaysia, Mexico, Pakistan, Sudan, Tanzania and Thailand.
WOMEN'S EDUCATION	Upper Volta - Access of Women to Education.
YOUTH EDUCATION	Ceylon: Village Centres for Literacy and Adult Education - "100 Villages Scheme".
FREEDOM FROM HUNGER	Agricultural Education and Rural Literacy.

The Unesco Gift Coupons idea is very simple. Groups and individuals in donor countries choose projects they wish to aid from a list approved by Unesco. They then collect funds to buy the Gift Coupons which are mailed directly to the projects. The recipients use the Coupons as a sort of international currency to buy needed scientific or educational equipment and supplies. For further information write to Gift Coupon Office, Unesco, Place de Fontenoy, 75 Paris 7, France.

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

Articles and information material from the IEY Bulletin may be reproduced freely by newspapers, journals, radio, television and other media. It will be appreciated, however, if cuttings or copies of publications in which material appears are sent to the IEY Special Unit, Unesco, Place de Fontenoy, 75 Paris 7e, France.

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Plans evolve in Member States

Austria

THE SECOND SCHOOL REFORM PLAN

IEY will see the beginning of the Second School Reform Plan. This was presented to Parliament in July 1969. It is expected to have far reaching effects on the whole educational system. A High Commission comprising representatives from the political, educational, social and economic spheres will supervise the implementation of this plan. Students will also be represented on the central committee. The Ministry of Education will open a new advanced teacher training college at Klagenfurt. This institution is expected to be one of the most progressive of its kind in the world. It was conceived in line with ideas which emanated from the 1967 Williamsburg (U.S.A.) "International Conference on the World Crisis in Education".

Belgium

TWO IMPORTANT EXHIBITIONS

A national committee for IEY has been established. It will be responsible for convening a meeting of leading educators on 17 March 1970 at the Palais des Congrés in Brussels. Two important exhibitions will be held: one illustrating the evolution of education in Belgium, the second, results obtained abroad by Belgian educators. These exhibitions will later tour cities and towns, which will also arrange similar exhibitions of their own. A special IEY postage stamp will be issued. Efforts will be made to publicize IEY, especially by national radio and television programmes.

Bulgaria

SPECIAL DISPLAY STAND AT EXPO'70

This Member State will have a special display stand at the Osaka Expo '70 World Fair. It is hoped to demonstrate the achievements, made in Bulgaria, in education up to the present time.

Costa Rica

HIGHLIGHTING THE OVERALL SITUATION IN EDUCATION

A plan has been prepared by a special committee of heads of primary and secondary schools. This includes publicity campaigns for education, meetings, training courses, pedagogical research, improvement of moral and civic education, expansion of technical and secondary education and of adult literacy. The government expects that these activities will help make educators and the public more aware of the problems faced by education and of progress made in recent years. As a result of these efforts, it is hoped that planning and development of future efforts in education will be better orientated.

Cuba

SEMINAR OF LIFELONG EDUCATION

It is hoped to organize a seminar on life-long education and, with Unesco assistance, to implement a publications programme for IEY and beyond.

Cyprus

IEY COMMITTEE ESTABLISHED

A 12-member co-ordinating committee, headed by the Minister of Education, Dr. C. Spyridakis, has been appointed for 1970. This body includes representatives from the economic, scientific and social fields. It will be responsible for putting into effect the recommendations of the Unesco General Conference on IEY.

Guatemala

A HIGH-LEVEL COMMISSION

The Ministry of Education has set up a High Level Commission to implement the decisions of the Unesco General Conference concerning International Education Year.

Panama

" A NATIONAL YEAR FOR THE DEVELOPMENT OF EDUCATION "

The year 1970 will be declared "A National Year for the Development of Education". Special emphasis will be given to life-long education and the training of education personnel. The year will be used to stimulate the promotion of the qualitative and quantitative aspects of education.

Paraguay

NATIONAL PLAN TO BE PUBLISHED

The programme for 1970 has been prepared by the Ministry of Education and the National Commission for Unesco. It includes the publication of the National Plan of Education and a pamphlet on subjects such as the objectives of higher education, the importance of science teaching in primary and secondary schools, agronomy and vocational education, adult literacy and adult education. There will be courses, round-table discussions and lectures on educational subjects of particular interest for the year. 1970 will be declared "Literacy Year" in Paraguay. A postage stamp will be issued to commemorate IEY.

Poland

A EUROPEAN REGIONAL CONFERENCE

A European Regional Conference on "Co-operation between school and family life in the field of education for young people" will be held in December 1970. Fifty foreign and 50 Polish experts will attend.

Sweden

SPECIAL COMMITTEE ESTABLISHED

Representatives of trade unions, teachers' organizations, youth organizations, radio and television form the members of a co-ordinating committee set up by the Swedish National Commission for IEY. A meeting was held in October with delegates from non-governmental organizations in Sweden to introduce the IEY. Future plans and programmes will appear here when they are available.

Saudi Arabia

INFORMING THE NATION

International Education Year has been widely publicized through the information media - press, radio and television. Schools have been requested to initiate activities which will help inform the public of the importance of IEY and explain its meaning. Reports on education have been prepared and will be forwarded to the Third Regional Conference of the Ministers of Education and Economic Planning in the Arab States. This conference will be held in Morocco from 12 to 20 January 1970.

United Arab Republic

EDUCATION EXPERTS FORM SPECIAL COMMITTEE

A committee of education specialists has been formed to co-ordinate activities for the year. These specialists are either high officials with the Ministry of Education, of Youth, or from the universities and teaching institutions. There are 14 members including at least one lady professor, Dr. Intisar Youness of the Physical Education Institute for Women Teachers at Alexandria. The Rapporteur for the committee is Dr. Youssef Salah El-Din Kotb, Rector of the University of Ain-Chams.

United States of America

A NATIONAL POLICY STATEMENT

The U.S. Education Commissioner, Mr. James E. Allen Jr., issued a statement on 6 October, commending IEY. He called on every member of the education community to participate in the reappraisal of education called for by the United Nations and Unesco on the occasion of International Education Year. He expressed the hope that high priority in both plans and action would be accorded to:

" Making our educational system truly responsive to the individual needs and aspirations of every young person, and truly relevant to the realities of the society in which they will live their lives.

Expanding educational opportunity to ensure that all our children - rich and poor, black and white, urban, surban and rural - receive the best education we can possibly give them.

Increasing the scope of experimentation, planning, evaluation and placing greater emphasis on the rapid dissemination of information so that the fruits of our educational research will be readily available to all educators and will be applied in our educational programmes".

IEY
MONTHLY CALENDAR OF
IMPORTANT CONFERENCES

Third Regional Conference of Ministers of Education and Economic Planning. Marrakesh, Morocco. 12-20 January 1970.

Conference on Innovations in Higher Education. Centre for Cultural and Technical Interchange between East and West, University of Hawaii. Honolulu. 18-24 January 1970.

Triennial Meeting. International Council of Women. Bangkok.

Pan-Pacific Conference. Council of Exceptional Children (U.S.A.). Topic: "Application of Research to the Development of Special Education for Handicapped Children". Honolulu.

Why functional literacy

Illiteracy

SOME FACTS AND FIGURES

Figures based on national census studies released by Unesco in 1957 revealed that two out of every five adults - some 700 million people of 15 years and over - were unable to read or write in 1950. At that time in 97 countries in Asia, Africa, Central and South America more than half the adult population was illiterate.

More recent estimates, between 1950 and the present time, confirm a fall in the illiteracy percentages, but show an increase in the actual number of illiterates in the world.

By 1960, the number of illiterates had risen to 740 million and, as the latest Unesco survey shows, by 1970 there may be as many as 810 million unable to read or write - out of a world adult population of 2,300 million. This survey further shows that the world population is outstripping literacy drives. If it is true that the number of illiterates has risen by 70 million between 1960 and 1970, some comfort may be had from the fact that this represents a reduction of 4.5% in the illiteracy rate.

In some countries the population is increasing so rapidly that literacy work, even in association with the primary school education, can do no more than slow down the rate of increase in illiteracy. This is evident when it is seen that between 1960 and 1980 the population of Asia will increase by 60% and that of Africa by 65%.

Thus in 1968 it was found that enrolments at Middle African primary schools had increased by 1.8% (1961-1966) while the drop-out rate over the six primary school years was 68%. Assuming that permanent literacy requires at least four years' primary schooling, this means that of the 1960 total of 5.3 million Middle African six-year-olds, 4.1 million are likely to be 15-year-old illiterates this year.

In the Arab States there may be 1.3 million illiterates out of 2.7 million children reaching 15 years in 1970. Though this shows a percentage decrease in the illiteracy rate (59% in 1965 - 48% by 1970), it is a reduction of only 100,000 in the total number of illiterates in this area.

Mass literacy campaigns

To deal with such endemic problems of illiteracy, during the past two decades many countries have launched mass literacy campaigns to teach reading, writing and perhaps calculation. Without specific economic motivations among their people, results in many instances were disappointing.

Asia as a region has had to tackle a vast illiteracy problem. India, for example, has

109 million illiterates out of 150 million adults listed in its last census. The literacy campaigns continue in the various States of India with marked success reported, notably from the State of Maharastra.

Faced with similar problems, Pakistan today has no less than 80% of its adult population illiterate. The story is not so very different in many African States. In too many instances, despite ambitious attempts to fight the problem, the struggle may appear to be a losing one.

To some extent this has been because traditional literacy programmes have been largely restricted to teaching reading and writing in isolation and without particular reference to the socio-economic circumstances of the peoples' everyday lives.

Aware of this and other shortcomings of traditional literacy campaigns, the Unesco General Conference in 1964 authorized the Director-General:

> "To collaborate with the international organizations concerned in making a selection of projects for the eradication of illiteracy, in not more than eight countries, to be progressively developed as experimental projects, and to obtain financial and other support for this purpose".

This was the birth of the Experimental World Literacy Programme, which has since grown beyond its original limits. Some 52 countries have requested to take part in this programme since world opinion was roused after the World Literacy Congress in Teheran in 1965.

The aim of the Experimental World Literacy Programme is to shed light on the nature of the interrelationship between literacy and development and study its significance. The programme largely comprises pilot projects in functional literacy, a concept more realistic in practice than traditional literacy campaigns.

Functional literacy

Functional literacy for adults may be taken to mean the integrating of literacy with a vocational component, in order to form a unified programme relevant to the needs of the adult learner. The Experimental Programme is both selective and intensive.

"Selective" according to Mr. Acher Deleon, Unesco's Director of Out-of-School Education, "because it operates in only a few countries and concentrates on priority economic and social areas... Intensive because it operates in depth and is no longer exclusively educational in character, but also aims at improving productivity, the adaptability of a country's labour force and indeed the whole labour market".

At present, the Experimental World Literacy Programme consists of 12 pilot projects in Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, Sudan, Syrian Arab Republic, Tanzania and Venezuela. The total cost of these projects is approximately $50 million, of which some $10 million is provided by the United Nations Development Programme. The proportion between the national and international contribution, roughly 4:1, demonstrates the deep involvement and interest of developing countries in carrying out literacy projects.

In addition, the Programme includes small short-term micro-experiments, designed to study specific problems such as: literacy teaching methods, experiments with teaching aids, the use of audio-visual media, etc., in Algeria, Brazil, Chile, India, Jamaica, Nigeria, Tunisia and Upper Volta. These are financed by the Unesco Regular budget, by voluntary contributions and, to a smaller extent, by Technical Assistance regional funds.

All functional literacy pilot projects by their very nature are interdisciplinary and involve the co-operation of a number of United Nations Specialized Agencies: Unesco, International Labour Office, Food and Agriculture Organization, World Health Organization, United Nations Development Programme and the World Food Program. The pilot projects, which are under the operational authority of the Member States concerned, also involve close co-ordination among different ministries, such as Education, Agriculture, Industry, Labour and Public Health at the national and local levels.

The diversity of the hypotheses, situations and problems, with which the Experimental Programme is now concerned cannot be treated properly in the space available here. It should be stressed, however, that each project relates to a particular set of socio-economic objectives. Structures, methods research and evaluation of functional literacy projects present special problems which Unesco is continuing to study.

Non-governmental organizations, regional and sub-regional institutions and centres for education, economic and community development are also involved with the development of functional literacy in various ways.

Although situations vary with projects from country to country, the objectives remain essentially the same. Economists have shown that underdevelopment results less from lack of capital, shortage of material resources, scarcity or insufficiency of production factors, than from inability to mobilize the resources and qualifications which remain hidden, idle or unemployed, and to combine and organize them so as to make them productive.

To solve such problems, governments must endeavour first and foremost to enlist the enthusiasm of the population for growth targets and arouse in it an ardent desire for development. Once the desire is aroused, functional literacy in carefully selected priority sectors of the economy can be an essential factor for its crystallization.

Functional Literacy for Adults is a priority objective for International Education Year and beyond, for if the aims of functional literacy are realized, they not only ensure a fundamental human right for illiterate adults, but also more stable social and economic conditions for millions who remain so desperately deprived.

AID FOR LITERACY PROJECTS DURING IEY

As literacy is one of the priority areas requiring special attention during IEY, Member States and NGO's may wish to donate money or aid in kind - such as teaching and reading materials and paper - to specific literacy projects. Unesco would be pleased to provide any information required concerning existing projects and their needs. Further direct aid to countries battling with problems of illiteracy would greatly contribute to making 1970 a year for action as well as reflection.

The International Labour Office and IEY

The ILO's selective programme for IEY has been drawn up in close consultation with Unesco and will centre on vocational training and workers' education. These are the two areas of ILO activities most closely related to educational development.

Under the new World Employment Programme, approved by the International Labour Conference at its 53rd session, the ILO is undertaking comprehensive research on ways of expanding employment in developing countries - for example, through projects where a large labour force and simple equipment can be used to replace highly complicated machinery, manned by very few workers, and requiring high capital investment. It is also studying employment problems arising out of technological and economic changes - such as the introduction of automation in industry - and methods of overcoming these problems through adequate training and retraining programmes and life-long education.

In this regard, the International Labour Conference recommended at its last session that the ILO undertake a special study of paid educational leave for workers. It is hoped that this study may lead eventually to the adoption of international standards governing paid educational leave.

Other research relating to methods of upgrading and further training for promotion - with special reference to technicians - is to be carried out at the International Centre for Advanced Technical and Vocational Training, in Turin, by a team jointly sponsored by Unesco and the ILO.

Another joint venture with Unesco should reach completion in 1970. This is the publication of a study on the training of technical and vocational teaching staff. It is planned to expand this research during IEY to include a general review of new development in this field of training.

Also on the publications schedule for 1970 are guidelines designed for national planning authorities wishing to launch training schemes.

Throughout 1970, ILO's operational activities will place special emphasis on three fields of vocational training where the educational and formative aspects are closely linked. These are: pre-vocational training for young people leaving school, under the age of 18 years; apprenticeship for young workers; and education and training as a part of youth employment schemes.

International standards for the organization of special youth employment and training programmes were discussed by the International Labour Conference in 1969 and it is likely that a draft recommendation will go before the Conference in 1970 for final discussion and adoption. As well as this international standard-setting activity, the ILO plans to develop its operational activities for youth employment and training with special emphasis on work carried out by young people themselves.

Methods and curricula used in pre-vocational training will come under close scrutiny in 1970, with the ILO undertaking practical work on methodology and model syllabuses. Working closely with Unicef, the organization hopes to expand its pre-vocational training schemes for children and young people out of school.

A new look for apprenticeship schemes is also on the books for 1970, with plans to improve on-the-job training by introducing systems of complementary instruction, including technical and further education.

Finally, the ILO intends to develop the concept of workers' education to include further education for young workers. It also hopes to expand study facilities for workers, generally, through university extension activities. A discussion-guide and a study on this subject are to be published during IEY.

Local action takes shape round the world

SEND US PRECISE DETAILS OF YOUR PLANS FOR IEY FOR PUBLICATION IN THE BULLETIN.

AMERICAN ETHICAL UNION

This affiliate of the International Humanist and Ethical Union proposes to encourage its member societies to recognize IEY locally, nationally and internationally. It will organize programmes for children, youth and adults featuring the cultures of different countries - in song, games and with festivals. It also plans programmes showing and discussing IEY as a means for promoting international peace and understanding. Political, social and economic systems in different parts of the world will be examined.

FORESTA INSTITUTE FOR OCEAN AND MOUNTAIN STUDIES

This branch of the International Union for Conservation of Nature and Natural Resources proposes an "International Seminar on Environmental Education in School Curricula", as a joint Unesco-IUCN project for IEY. The seminar will be held at the Foresta Institute at Carson City, Nevada, U.S.A., in August 1970. Its aims will be to (a) gather, learn and discuss the experience from environmental education in schools in the countries represented; (b) to seek and to determine the methods and ways of how to incorporate the principles of environmental education into the school curricula, and how to provide the appropriate texts and method books and other teaching aids.

INTERNATIONAL ASSOCIATION OF WORKERS FOR MALADJUSTED CHILDREN

The theme of the 7th General Congress to be held at Versailles, France, from 6 to 10 July 1970, will be "The Social Rôle of Specialist Teachers of Maladjusted Children". The Congress will be under the patronage of the French Government. The association attaches particular importance to out-of-school education and is supporting efforts to train its own teachers in this field.

INTERNATIONAL LEAGUE OF ESPERANTO TEACHERS

National branches in 25 countries have been requested to support IEY. ILET will commemorate the year with a special conference of teachers of the International Language from 28 to 31 July 1970. This conference will be held at Maribor, Yugoslavia. It will discuss the means of extending contacts between pupils and teachers of different countries on the basis of the use of Esperanto. A quarterly pedagogical review in Esperanto is envisaged, to be available in Eastern and Western European countries. The conference is also expected to discuss a proposal for a holiday centre in Europe for pupils of the language, as well as one to draw up a terminology of education in Esperanto. Further details from: D-ro M. Dazzini, Casella Postale 22, Massa C., Italy.

INTERNATIONAL UNION FOR MORAL AND SOCIAL ACTION

To mark IEY, this organization will devote its triennial international congress to the theme "Youth and the Society of Tomorrow". The Congress will be held from 21 to 24 September 1970 in Brussels and will be attended by representatives from 60 countries.

WORLD UNION OF CATHOLIC TEACHERS

The General Council has requested Mr. Giovacchino Petracchi, Inspector-General for primary teaching at the Italian Ministry of Public Instruction, who is in charge of the Department for Out-Of-School Activities, to draw up a report analysing the many implications and aspects of life-long education. The report will be presented to a plenary session of the VIIth World Congress of the WUCT in Montreal, Canada, 2-8 August 1970.

WORLD UNION OF JEWISH STUDENTS

Events during 1970 will include a seminar on "Education in the Modern World". It will take place in Strasbourg with participants from nearly 30 countries. Themes relating to IEY will be "The Rôle of Students in Society"; "Education or Propaganda"; "Is Religion Out Of Date?"; "The New Morality". This will be followed by a winter seminar in Helsinki on the "Millenium of Jewish Philosophy". It is hoped that these seminars will provoke interest and discussion among participants on the objectives of IEY, and Unesco activities. The WUJS World Congress will take place in Latin America in June 1970 and inter alia the problems of education in the modern world will be discussed.

Unesco Headquarters

The 83rd session of the Executive Board, after hearing several proposals from its members, unanimously recommended a ten-point resolution on IEY during October last. This resolution expressed satisfaction to the Director-General on the manner in which he was promoting and co-ordinating preparations for the IEY. After thanking those Member States and non-governmental organizations which have announced plans for the year so far, the Board invited "Member States which have not done so to submit to the Director-General, not later than the end of the year 1969, their national plans for special activities during IEY, indicating to which of the 12 priority themes enumerated in resolution 1.112 of the fifteenth session of the General Conference, they propose to accord the highest priority during IEY".

"Further invites Member States to include in their communications their plans for special efforts on the occasion of the IEY, through bilateral and/or multilateral programmes, in assisting developing countries in the field of education."

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

Articles and information material in IEY may be reprinted freely in newspapers, periodicals, radio, television and other media. It will be appreciated, however, if credit is given and copies of publications in which material appears are sent to the IEY Special Unit, Unesco, Place de Fontenoy, 75 Paris 7e, France.

international education year 1970

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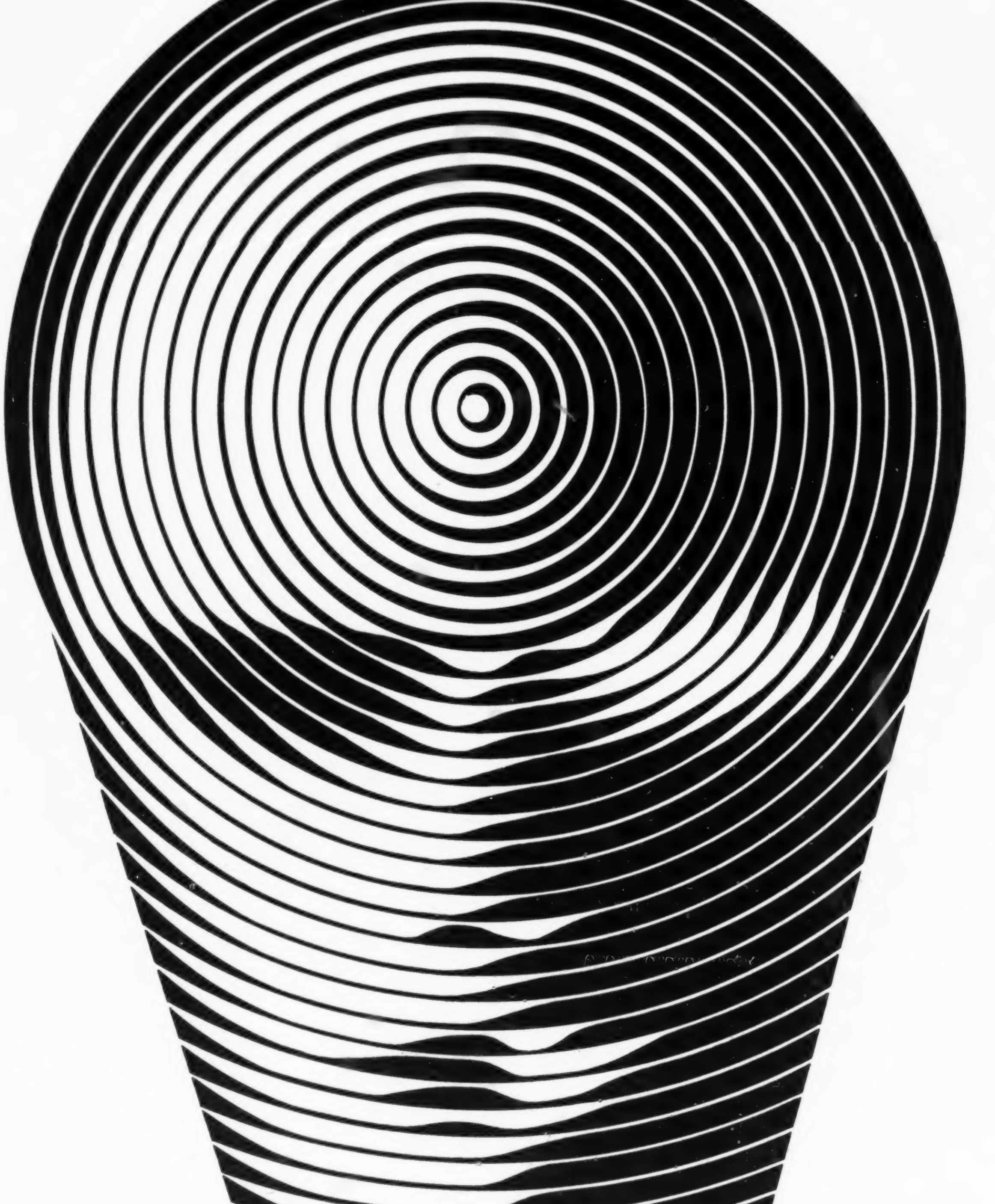

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IEY action gathers momentum in Member States

Bolivia

RURAL AND URBAN EDUCATIONAL SYSTEMS TO UNITE IN IEY

The Government will unite the urban and rural educational systems under the Ministry of Education during IEY. The resolutions on IEY of the United Nations and Unesco will be implemented. All activities of the present campaign to eradicate illiteracy will receive priority treatment. The Government has already published a declaration on IEY in all of the main newspapers. This declaration recognizes the scope and seriousness of illiteracy and primary education problems in Bolivia, and pledges enthusiastic support for action in this regard during IEY.

Ecuador

WIDESPREAD INFORMATION CAMPAIGN

The National Commission for Unesco has reproduced and distributed the Unesco resolutions on IEY to cultural, educational and scientific centres throughout the country. The Ministry of Education has also circulated a letter to these centres requesting suggestions for the preparation of a programme for the year. In addition, the Ministry has widely publicized Unesco's selected projects for the year and reproduced and distributed the IEY Emblem. Exhibitions are being planned in primary and secondary schools, and other centres, throughout 1970.

IEY INAUGURATION MESSAGE

Issued as an attachment to the present issue of the Bulletin is a special message on the commencement of International Education Year, by the Director-General of Unesco, Mr. René Maheu. This address to all involved and interested in the education process is meant to further stimulate and inspire reflection and action throughout 1970 - a year which, it is hoped, will prove a significant point of departure for education world-wide in the years ahead.

France

TRAINING COURSES, TRAVELLING EXHIBITIONS AND A STUDY WEEK

The education committee of the National Commission for Unesco has decided that a travelling exhibition dealing with one of the priority themes for IEY will be arranged. Also planned is a study week, organized by the regional committee of the Bordeaux Academy, concerning the rôle of mass media in promoting life-long education. Special training courses for Unesco Club leaders in France are, in addition, among plans for 1970.

Gabon

THREE IEY THEMES TO BE HIGHLIGHTED

Three themes are to be highlighted during the year: the adaptation of education (both general and technical) to the needs of the modern world, especially in rural areas; the training of middle- and higher-level personnel for development; and life-long education. Concerning the first, training courses will be organized for personnel in general rural education, who will then be placed in priority zones of rural development. A seminar for primary school inspectors will be held to study the objectives of the early stages of the primary school. The seminar will deal with questions relating to the orientation of primary school teaching and the reform of such school certificates. Other activities for the year include special radio broadcasts on educational problems in local languages, and regular broadcasts and discussions devoted to the subject of life-long education. Finally, a national council for general and technical education will meet in December 1970.

Ghana

PROPOSAL FOR A TWENTY-YEAR EDUCATIONAL DEVELOPMENT PLAN

Ministry of Education officials are considering a proposal to formulate a philosophy and goals for educational development in Ghana, and one to draw up a twenty-year educational development plan. This plan would cover all levels of education in relation to economic, social and political development. Further activities for the year include a symposium on "Education and Nation Building". Radio and TV discussions are planned on such topics as: "Trends in educational development in Ghana since independence and future prospects". Exhibitions and cultural displays in schools and colleges will be arranged. A special postage stamp will be issued. The National Association of Teachers will hold an annual "education week". Special committees comprising government, university, school, radio and television and Arts Council authorities will be formed to deal with the twenty-year educational development plan.

Guatemala

LITERARY AND SCIENTIFIC PRIZES FOR IEY

The Ministry of Education, through the Commission for IEY, has announced literary and scientific prizes on the occasion of IEY. The first is open to all Guatemalan secondary school students; the second, to writers and members of the professions. The literary contest calls for biographies of important figures in education and the history of Guatemala. Topics selected for the scientific contest comprise themes closely related to those chosen by Unesco for IEY. There will be three main prizes in each section, the principal one in each case will be the "International Education Year 1970 Prize".

Mali

A NEW HIGHER EDUCATION CENTRE

In connexion with the establishment this year of a higher education centre, research will begin in eight special subjects taught at the Secondary School Teacher-Training Institute. Other activities planned for the year are: a conference on secondary school specialists; refresher courses for teachers; and reunions during school holidays of graduate teachers to gather suggestions for improvements in teaching programmes. Competitions will be organized providing prizes for written essays on IEY themes. Students will be asked to prepare booklets on local legends and proverbs for widespread distribution.

Mexico

EXHIBITIONS, IEY SCHOLARSHIPS AND POSTAGE STAMP, PUBLICATIONS

The year's programme includes adult literacy and education projects, which have been selected for special attention. Five thousand sample copies of free textbooks for primary education - in addition to those for a new system which begins this year, carrying the IEY Emblem - will be distributed to all Unesco Member States. Publications will be prepared on subjects such as equal access of women and girls to education; democratization of education in Mexico, etc., as well as reports of important meetings throughout the year.

A national exhibition on higher education will be organized by the National University. The Ministry of Communications and Transport will issue an IEY commemorative postage stamp. All cultural and educational programmes for the year will be widely publicized on radio and television. Special celebrations will be conducted in schools named after Unesco Member States, and more schools will be renamed after Member States. All government scholarships awarded to Mexican and foreign students during 1970 will be designated "IEY scholarships". The Ministry of Education will also organize special programmes around the educational, cultural, traditional and folk aspects of each of the Unesco Member States.

The Latin American Institute for Educational Films (ILCE) in Mexico City has prepared radio and television "spots" (announcements) to promote interest throughout Latin America in education during the year.

Nicaragua

OVERALL SITUATION WITH EDUCATION UNDER STUDY

Under the auspices of this Member State's National Commission, a special committee has been formed to prepare a study of the situation of education in general, its problems and possible solutions. The IEY Emblem has been reproduced and distributed, especially to the country's newspapers.

Romania

CONFERENCES, SEMINARS, PUBLIC INFORMATION . . .

The Ministry of Education, in collaboration with other national bodies and the National Commission for Unesco, has drawn up a programme for the year. It comprises: conferences, symposia, meetings, exhibitions, publications, radio and television transmissions, a special IEY picture calendar and the issue of a postage stamp for the year.

A meeting of rectors of some fifty European universities will be held in Bucharest from 22 to 28 April 1970. Organized by the University of Bucharest under Unesco auspices, this meeting will study ways and means of developing inter-university co-operation in Europe. Proceedings of the meeting will later be published by the organizers.

The Ministry of Education will publish a book on "Education in Romania" in English, French, Spanish and Russian. A monograph by Professor P. Burloiu on "Educational Planning in Romania" will also be published in the series prepared by the International Institute for Education Planning.

Venezuela

EXHIBITIONS, PUBLICATIONS, PUBLICITY CAMPAIGNS . . .

The IEY programme includes exhibitions, publicity campaigns, publications and a congress to evaluate achievements in education. There will be a symposium on life-long education. A commission is to be appointed to prepare a programme for the improvement and expansion of secondary education; to arrange writing contests among teachers and students on subjects related to IEY; meetings to evaluate compulsory and free education; the expansion of pre-school and special education, and the expansion of adult education services.

Viet-Nam (Republic of)

A COUNCIL FOR CULTURE AND EDUCATION FORMED

A new council for culture and education was recently formed to give new impetus to development in these two areas. For IEY, it is planned to make widespread use of radio and television services for education purposes. An exhibition on all aspects of education - scientific, technical and cultural - will be organized. Group discussions on science teaching in primary and secondary schools, and a school textbook competition, will be organized.

Distribution of Bulletin

Special provision has been made for National Commissions, United Nations resident representatives and Unesco field offices to receive a single copy of the IEY Bulletin by airmail each month. We regret that, due to budgetary restrictions, requests for additional copies will have to be forwarded by surface mail.

The Commission of the European Communities

As a contribution to IEY, the Commission has announced a broad educational and vocational training programme for the 18 African States and Madagascar which are Associate Members of the European Economic Community.

The CEC's operational projects fall into five broad categories: the access of girls and women to education; the training of middle and higher level personnel in agriculture, industry and commerce; the adaptation of education to present-day needs with special reference to rural areas; the training of teachers; and life-long education.

Training facilities being offered during IEY include fellowships for 280 young Africans to study in the EEC's six Member States, as well as in African Associate States and Israel. In addition, in-service vocational training will be provided in three African countries - Central African Republic, Congo and Rwanda. These projects range from courses for executives from the Transport Board in the Congo, to the training of works managers, overseers, etc., in the Central African Republic, and of management staff for agricultural co-operatives in Rwanda.

Rwanda also receives attention under the third heading of the CEC's operational programme: adapting to modern conditions in rural areas. Both theoretical and practical training is to be provided in tea and coffee-growing areas for the personnel of the new co-operatives: including secretaries of co-operatives, plantation managers, agricultural extension workers, accountants, technologists, mechanics and electricians.

Other projects include aid in developing local crafts and small commercial and agricultural enterprises, notably in Cameroon where seven instructors sent by the CEC will give courses in accountancy, management, administration, etc. Similar training will also be available for craftsmen in Congo-Kinshasa, Congo-Brazzaville, Gabon and Madagascar.

In the area of teacher training, the CEC's operational activities will concentrate on the use of audio-visual methods, as in Rwanda where nine experts will be trained in the production of teaching aids and 21 primary school teachers will be given a grounding in new techniques of teaching.

As a follow up to these various projects, the CEC plans to develop continuing education activities, including grants to enable former fellowship-holders to take correspondence courses, and grants for refresher courses in the Congo for upper level executives.

The Commission will carry out a detailed survey of all teaching establishments in the ECC's associate member countries in Africa and Madagascar where training is provided in agricultural, technical and economic subjects at various levels.

Lastly, a further study will concentrate on functional literacy for adults with a view to developing an experimental literacy programme. Carried out with the assistance of Unesco experts, it will examine literacy work in a rural environment (in Senegal and Mauritania) and in an industrial setting - Gabon.

Non-Governmental Organizations

INTERNATIONAL ALLIANCE OF WOMEN

The 22nd Triennial Congress of the IAW will be held at Konigstein, Federal Republic of

Germany, from 9 to 20 September. The subject will be "Education in a Technological Age". The Congress will treat three main topics: "Education as a continuing process"; "Education as a social force"; "Education as a means towards international understanding".

WORLD FEDERATION OF DEMOCRATIC YOUTH

As a contribution to IEY, this organization and its agency the "International Committee of Children's and Adolescents' Movements" organized an International Conference on Children's Rights in Budapect from 20 to 23 November last.

WORLD ORGANIZATION FOR EARLY CHILDHOOD EDUCATION

The Ministry for Posts and Telecommunications in Italy has accepted a suggestion from this organization for a commemorative postal stamp to honour the centenary of the birth of Maria Montessori. The stamp will be issued during 1970.

WORLD JEWISH CONGRESS

The Cultural Department of this organization has informed us that it has circularized its affiliates in nearly sixty countries, explaining the aims and purpose of IEY. Plans are in progress in several countries for meetings, discussions, publications, etc., emphasizing the importance of taking stock of existing situations in education, and to encourage public opinion to place education problems in the forefront and also involve authorities in these problems. An international conference is planned to deal with "Education problems in cultural pluralism". It is hoped that this conference will break new ground in the re-appraisal of educational problems in our modern complex technological era.

News Briefs

CHILE - UNITED NATIONS FAMILY CO-OPERATION AT WORK

A first meeting on IEY, to exchange information on the contribution of regional offices of the United Nations and Specialized Agencies, took place in Santiago de Chile in September 1969. The meeting was convened by the Chief of the Unesco Regional Office for Education and was attended by representatives of all United Nations offices in Santiago.

REGIONAL CENTRE FOR FUNCTIONAL LITERACY IN THE RURAL AREAS OF LATIN AMERICA

Suggestions for CREFAL's contribution to IEY include: Studies among countries of the region on a specific subject on literacy and a seminar on the contribution of education to the development of Latin America. Information: publication of a complete list of regional, national, private and public institutions working with literacy and adult education in Latin America. Also the distribution of a brief article informing readers about IEY, and the inclusion in each Quarterly Information Newsletter of a section on IEY - intended to motivate graduates of the Centre to participate in the activities of the year. A poster bearing on literacy will be prepared for 1970. The Centre will also participate in technical assistance activities, in connexion with IEY as required by governments of the region.

INTERNATIONAL BACCALAUREAT

The first international baccalaureat examination will be held in 1970 with 100 candidates from four schools: the United Nations School, New York; the International School in Copenhagen; the National College in Beirut; and the Iranzamin in Teheran. The examination has been accepted as a university entrance qualification by Australia, Canada, France, Norway, Sweden, Switzerland, the United States and by most universities in the United Kingdom.

WORLD BANK PINPOINTS EDUCATIONAL PRIORITIES

World Bank lending to educational projects under the Bank-Unesco Co-operative Programme will increase in the fiscal year ending 30 June 1970, after tripling during the fiscal year 1969.

Announcing this in his annual address to the Board of Governors, the President of the World Bank Group, Mr. Robert S. McNamara, stressed that the Bank would now be paying greater attention to three areas of education: functional literacy for adults; curriculum design, school administration, teacher training and long-range educational planning; and educational innovation and experimentation.

One interesting pilot project likely to receive a World Bank loan is a nationwide programme in the Ivory Coast using television for teaching in primary schools. Unesco is actively associated with this project, which will be described further in a future issue of the Bulletin.

JAN AMOS KOMENSKY (COMENIUS)
1592-1670

The third centenary of the death of the great Czechoslovakian educator and humanist, Jan Amos Komensky, will occur on 15 November 1970. Better known as Comenius, his contribution to the development of human thought and, in particular, to the advancement of education - which in his view constituted an important means of contributing to a better understanding between nations - remain of permanent significance for mankind.

Member States of Unesco were requested by the General Conference at its fifteenth session to commemorate the work of Comenius, "an illustrious forerunner of Unesco".

Commemorative celebrations are already under way in Czechoslovakia. Teachers' Day, 28 March 1969, saw the beginnings of official activities to honour Comenius. Numerous conferences, meetings and radio-television broadcasts were conducted between 27-31 March last in Prague, Brno, Bratislava and in other places associated with his life and work. Further activities are planned during IEY, notably in the Netherlands where Comenius died.

THE ECONOMIC COMMISSION FOR LATIN AMERICA

The ECLA has informed us that during 1970 it will give particular attention, within its work programme, to "secondary education, social change and development policy". This emphasis will be considered as part of a programme dealing with social factors that influence development. Every effort will be made to publish a document on this subject, during IEY, as a contribution to the year by the ECLA.

FRENCH TV SERIES ON EDUCATION IN THE MODERN WORLD

ORTF, France's national radio and television service, is devoting 12 to 14 forty-five minute television programmes to the problems of education in the modern world. The series began last October with a programme: "Sweden and its new schools". These programmes are part of ORTF's contribution to International Education Year.

UNESCO

FILM FOR IEY NOW AVAILABLE

A film for IEY has been prepared by Unesco and is now available for distribution purposes. The film, called Turning Point, may be obtained in 16mm, black and white prints, from the Radio and Visual Information Division, OPI, Unesco House, Place de Fontenoy, Paris 7ème, France. The film, which is of 28 minutes duration, examines the present state of education and illustrates some of the problems and questions arising at this point of time. Copies are available in English, French, Spanish and Russian.

IEY Calendar for February 1970

SEMINAR: Education and the Development of Man, Unesco House, 16-20 February.

SEMINAR: Women's Education in the Second Development Decade, India, 7-15 February. (Information from: "Women's International League for Peace and Freedom", 1 rue de Varembe, 1211 Geneva 20, Switzerland.)

A STUDY WEEK ON EDUCATION in Rome. Date and details from "World Movement of Christian Workers".

REGIONAL SEMINAR: Functional Literacy and Vocational Training of Women, Khartoum, Sudan, 31 January - 9 February. Organized by: "Women's International Democratic Federation".

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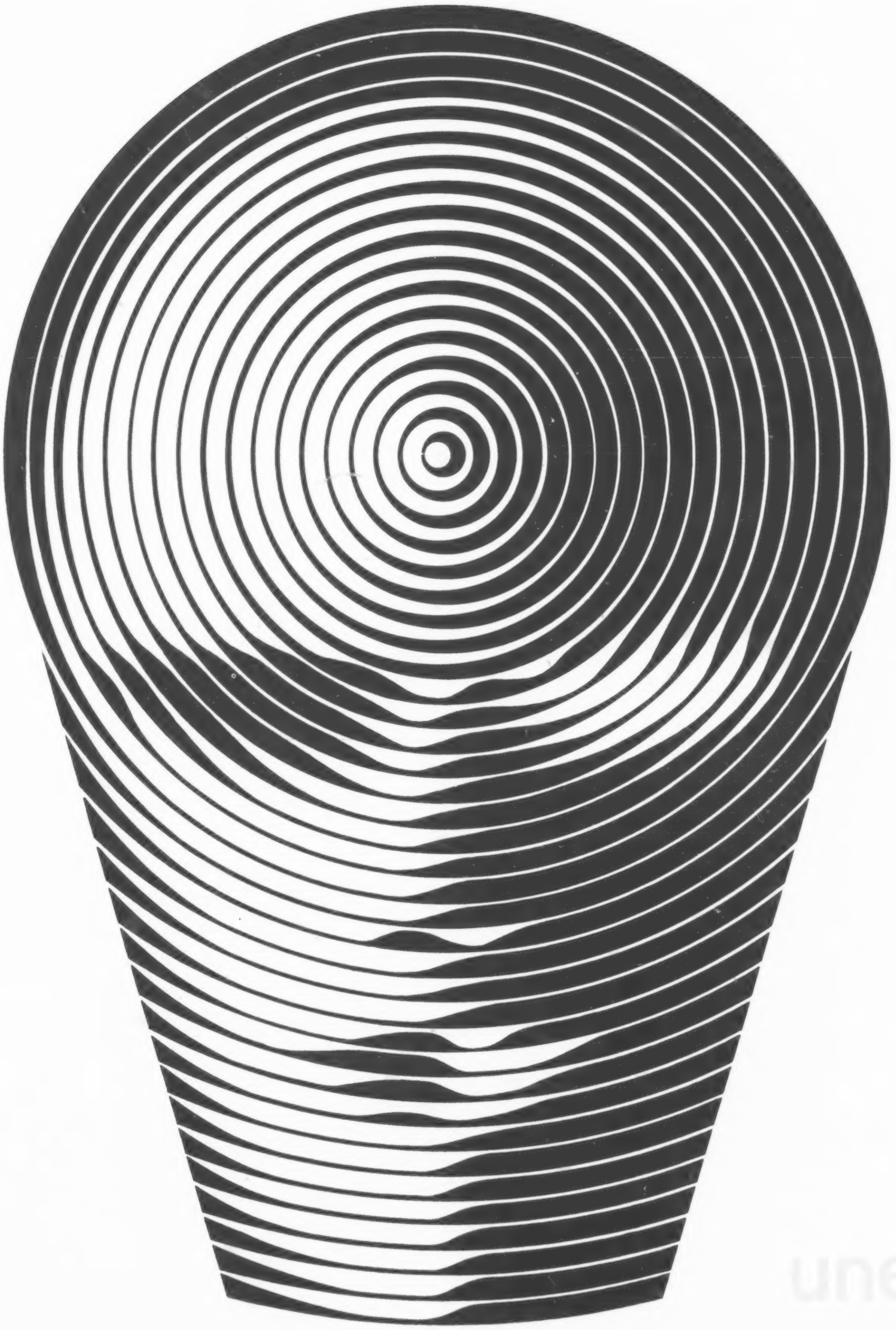

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Education and Development of Man

ONE OF UNESCO'S SPECIAL CONTRIBUTIONS TO INTERNATIONAL EDUCATION YEAR IS A SEMINAR "EDUCATION AND THE DEVELOPMENT OF MAN", DUE TO TAKE PLACE AT HEADQUARTERS FROM 16 to 20 OF THIS MONTH. THIS INTERVIEW WITH MRS. MARIE-PIERRE HERZOG, DIRECTOR OF THE DIVISION OF PHILOSOPHY AT UNESCO, OUTLINES THE ISSUES TO BE DISCUSSED, AS WELL AS THE PURPOSE AND POSSIBLE OUTCOME OF THE INTERNATIONAL SEMINAR. A FURTHER REPORT IN A FUTURE BULLETIN WILL GIVE SUMMARY DETAILS OF ITS FINDINGS.

Question

Could you first tell us about the purpose of this seminar and who has been invited to attend? If its primary task is one of analysis - an attempt to identify the underlying values of existing educational systems, is there not a danger that much of what is said is already self-evident? In that case would not the exercise amount to one of the converted talking to the converted?

Answer

The seminar is meant to reach, through a critical analysis of existing educational systems and problems, the new trends and directions for modern education. The critical approach is only a way of getting started. The most important activity for the participants will be not only to create new patterns and awareness, but also to find values which are really important to our time. I think your fear of the "converted talking to the converted" is not justified when one looks at the variety of ages and fields represented in the list of participants and when one considers the plurality of answers that can be given to the problems raised by the crisis in education which - although showing similar features in several parts of the world - displays many varied aspects in other ways. As to the list of participants, the Director-General has invited some 31 people who will attend in a personal capacity. The list includes eight specialists in education. Others are social scientists or cultural research specialists; some are psychiatrists; two are newspaper editors; some are philosophers, students and young lecturers; the list also includes six women representing various fields of specialization.

Q. A proposition for discussion is "the crisis of education and crisis of civilization - humanism called into question". Could you comment on what is meant by the "crisis of education", and the "humanism" in question?

A. This leads us to speak of the relations which exist between the crisis in education and the crisis of civilization, and then to raise the question of humanism. Of course, the crisis of civilization, which underlies the educational problems of our time, has very many aspects: positive aspects such as an unprecedented explosion of knowledge and discoveries; demographic aspects such as the increase of the young population in the world; psychological aspects such as a depreciation of all forms of authority, and metaphysical and religious aspects - because man does not seem to feel at ease in his traditional set of faiths and concepts. Here we come to the humanism in question or, more precisely, what western culture has called humanism, that is to say, an idea of man formed through the Greek and Christian conception of perfection, including values such as self-control, respect for others, tolerance, etc. Should it and can it be replaced by a new humanism which would include much broader views either on the nature of man, or one the objectives he should attain, and what part is education to play in this change?

Q. Whatever the outcome, whatever the problems discussed and issues highlighted, what do you hope to see come out of this seminar, supposing it adheres to the carefully prepared working paper made ready for it by Unesco?

A. The outcome of such a symposium cannot be defined in advance, especially when the questions raised are so general that there is no specialized answer. One needs imagination and creativity. Nevertheless some indications can be given on the features of modern education. First, education should be linked with science; second, it should be linked with society, and third, it should have an ethical impact. However, the ways and means and the proportion to be observed between these features must be defined by the participants themselves. The rôle of a Philosophy Division is first to raise questions.

Q. A seminar of this kind is always of great interest to those taking part. It is envisaged that its findings, the appraisals and criticisms of existing values - intellectual, aesthetic, social, moral, etc. - will be collated in some form and made available to the public at large?

A. It is planned to issue two publications after the seminar, in addition to the normal report prepared by the Secretariat: two books, one in English, the other in French, which would be edited by two different people for an English-speaking public and a French-speaking readership. These two books would be closely related to the discussions of the seminar, but would at the same time be a personal approach to the problems and questions raised. It is the first time this kind of publication is foreseen in the Organization. Of course, these books would not be directed towards specialists, but would be for a wide educated public.

TIME FOR SIMILAR REFLECTION BY MEMBER STATES

This seminar on "Education and the Development of Man" is an example of reflection conducted at an international level. Its main interest is confrontation, but a few days is not likely to exhaust all the questions and problems relevant. There remains a wide area for intellectual exploration and thought on the subject - particularly at the national level. Educational problems can only be solved by Member States themselves. Unesco considers it would be extremely useful if similar exercises were conducted in many countries. We would welcome news of such efforts for inclusion in the Bulletin in the months ahead. The short interview above should afford an opportunity for those interested to note the nature and variety of the issues in question.

More States Communicate their Programmes...

Bahrain

ISSUE OF SPECIAL BULLETIN AND IEY STAMP

For IEY the Government of Bahrain is publishing a regular Bulletin which will cover news and activities of the year on both national and international levels. In addition, a special postage stamp is being issued to commemorate the year.

Cuba

WIDE RANGING PLANS

The Ministry of Education has established a National Committee to prepare and implement the programme of activities for International Education Year. The Cuban National Commission for Unesco will act as the Executive Secretariat of the Committee. The programme already prepared by the Committee includes in addition to the seminar on life-long education, already announced in our December Bulletin, an exhibition of children's drawings, a seminar on the problems of agricultural teaching in developing countries, the issue of a commemorative postage stamp, television programmes on educational problems, newspaper articles on pedagogical documentation, new teaching techniques, the teaching of new mathematics in primary schools and the training of teachers, etc.

Dominican Republic

COMMITTEE SET UP FOR IEY

The National Commission for Development at its last meeting passed a resolution declaring 1970 as International Education Year. The Dominican Republic celebrated 1969 as an "Education Year", and the same committee that was in charge then will be responsible for IEY 1970. The programme of events for this year is now under preparation and will soon be presented to Unesco.

El Salvador

12-VOLUME PUBLICATION ON EDUCATION REFORM

The official programme for the year includes the publication of a 12-volume book on the reform of education in El Salvador; the first four issues of the Ministry of Education magazine Education and a publication on the experience gained in the experimental schools during their 17 years of existence.

The years' programme also includes the inauguration of five experimental kindergartens, 100 primary schools, 100 science laboratories for primary schools, a number of similar laboratories for secondary schools, and the Ministry of Education Centre for the production of teaching materials, and in addition, the first phase of the ODECA-ROCAP Textbook Programme.

Finally, in two experimental schools and 15 renovated schools, the programme for the ninth grade of general education will be tested. The educational television service will be extended during IEY to the seventh grade of all official schools.

Guatemala

FURTHER PLANS FOR IEY

In addition to plans for the year announced in previous issues of the Bulletin, the government will arrange an exhibition of books on education from Guatemala and neighbouring countries in Central America. Other activities are: an open forum for the public on the importance of IEY and the development of education in the world; a special edition of the magazine The Teacher; the appointment of a permanent commission to study specific aspects of the nation's education system; the appointment of a commission to select books for specialized libraries to be set up in primary and secondary schools; the issue of a postage stamp; the organization of a book bank; exhibitions of teaching materials that will be donated to educational centres, and an exhibition devoted to the history of education in Guatemala. A special annual lottery is to be established on International Literacy Day (8 September), the proceeds of which will be given to the National Literacy Programme.

Panama

PRACTICAL AIDS FOR SCIENCE TEACHING

The Ministry of Education plans to start this year a campaign for the improvement of science teaching at the primary school level, as one of its contributions to the IEY. One hundred and twelve primary schools will receive sets of teaching materials in order to promote the practical teaching of sciences.

Saudi Arabia

EDUCATIONAL AND CULTURAL SEMINAR.
POSTAGE STAMP

In addition to details for IEY announced here in December, we have learned from the Ministry of Education that it has advised the Ministry of Communications to issue a commemorative postage stamp for IEY. It is also planned to arrange, in conjunction with the Ministry of Information, an educational and cultural seminar dealing with educational achievements in the kingdom up to the present. Circulars are being sent to the various educational zones stressing the significance of IEY and requesting further activities in celebration of the occasion. Lastly, educational lectures will be organized in the main cities on scientific progress as a whole, and educational progress in particular.

Sudan

YEAR-LONG PROGRAMME

This State has embarked on a full year of activities. These include: emphasis on the theme of life-long education, co-ordination with other Arab States particularly with regard to one of the following topics - yet to be decided: adaptability of education to the needs of modern society; guided selection in secondary and higher education, and democratization of secondary and higher education. Other aspects of the year-long programme are: group discussions approved by the Conference of Ministers of Education in the Arab States. Arising from this it has been decided to arrange a meeting on problems of vocational training. The Committee charged with supervising activities for IEY is also arranging for the translation of the educational reports of the Arab States, in line with a proposal adopted by the Arab League.

Guidance and communication: a commemorative stamp is being issued and the IEY emblem is being exhibited. In addition to radio and television broadcasts, a special 25 minute film will be made for information purposes.

General activities: group seminars including representatives of teachers, students and parents associations are being planned. Special posters for the year will be prepared by the College of Fine Arts. A committee for guidance and information purposes will be set up. This will include members from the Ministry of National Guidance, Sudan Research Unit, College of Fine Arts, Press Asoociation, Writers and Artists associations. Finally, a report or booklet will be issued at the end of 1970 showing the main efforts and achievements of the year.

Tunisia

INAUGURATION OF INSTITUTE FOR EDUCATIONAL SCIENCES

The year's activities include conferences, exhibitions, public information programmes and the issue of a special postage stamp. An Institute for Educational Sciences, which has been in operation for a year so far, will be officially inaugurated. For the occasion, the programme and objectives of the institute will be announced. Conferences and discussions will be arranged on the themes: "Education and Development", "History of Education through the Ages", "The rôle of Unesco in the development of special education in developing countries". Radio and television programmes on literacy will be arranged.

Ukraine

LENIN CENTENARY AND IEY CELEBRATIONS

IEY coincides with the centenary of the birth of V.I. Lenin. As throughout the USSR, the year's programme of the Ukraine draws attention to Lenin's concern with all aspects of education, evidence for which abounds in his writings. His policy was for nations within the Soviet Union to utilize their local languages in educational institutions. He also stressed the necessity for the democratizations of access to education. The Ukraine, which has implemented a minimum of eight years of compulsory education for all, will in 1970 accelerate the transition to compulsory secondary education.

Educational research and studies: in this sphere emphasis will be put on increasing the rôle of education, at all levels, in moulding a scientific outlook among students and in preparing young people for their future place in society. As part of this preparation of students, attention will be given to encouraging fraternal unity within the nation and with peoples abroad. New concepts in education concerning curricula, teaching methods, the requirements needed as a result of scientific and technical advancements, will be more widely disseminated. New textbooks are being prepared for all grades and at all levels of the education system. Experimental research will continue in the preparation of pre-school age children. Further teacher-training schemes are planned. Involved in special studies in all of these areas are, most notably, the pedagogical and psychological scientific research institutes, the Ukrainian Academy of Sciences, and administrators and methodologists working with central, district and urban institutes for the advancement of teacher training and of education in general.

Public information: in addition to widespread use of press, radio and television to further the aims of IEY and education generally, special studies will be conducted on the influence of these media with regard to pupils' personalities and self-education processes. The influence of the cinema and theatre will also be taken into account.

Conferences: in January, a Ukrainian National Conference took place, within the framework of the centenary celebrations in honour of Lenin. This conference was one of a series of regional, district and urban conferences which, among other aims, will assist educational bodies in realizing the aims of Soviet educational and pedagogical sciences.

Yugoslavia

The National Commission, in collaboration with the Federal Council of Education and Culture and other educational institutions, has prepared a programme for IEY. In line with Unesco's objectives for the year, recommendations have been made to educational bodies and institutions throughout the country. These entail requests to intensify existing activities in education, to organize meetings on priority problems in education and to make awards to leading educators. Conferences for the year include a Regional Conference of National Commissions of the Balkan and neighbouring States - which will deal with such questions as life-long education. Among meetings and seminars to take place in Yugoslavia, dealing with various educational themes, is an international seminar: "The University Today". The National Commission will also hold a formal session dedicated to IEY, which will be addressed be eminent personalities in education. An exhibition of modern teaching aids will be organized. In the area of public information, the year will be publicized through press, radio and television. A special number of the Bulletin of the National Commission is envisaged. It will contain a series of articles by outstanding educators from round the world.

Thailand

CULTURE AND EDUCATION

In the programme drawn up by the special committee for IEY, one of the special features is the integration of education and culture. The Committee, under the chairmanship of the Minister of Education, consists of representatives of organizations responsible for education, the Ministry of Education, and the different economic and social services.

Projects: a review of the National Plan for Education, and of syllabuses at all levels of education, will be undertaken. Other important projects are: the establishment of a National Centre for the promotion of book production, another for educational innovation and technology; a National Institute for the promotion of science teaching and technology; schools and colleges in commemoration of IEY, and Pilot Projects for chemistry and physics teaching. There will be projects on functional literacy and youth physical fitness testing throughout Thailand.

Seminars and training courses: there will be a seminar on the rôle of social sciences in education and a summer course for science teachers.

Publications: it is proposed to publish textbooks or supplementary "readers" in commemoration of IEY, an annotated bibliography of research work undertaken by education departments and institutes, as well as a report on results of contests held during the year. Other publications will be on various aspects of Thai culture and a report on a seminar organized by the Elementary and Adult Education Department - "What do we learn from 100 years of educational establishment in Thailand?". A commemorative issue of Chandra Kasem, a periodical of the Ministry of Education, will be prepared.

Contests, lectures and forums: forums, essay and poetry contests, will be conducted for students and the general public. Lectures will be given on Thai classical poetry, dancing, archaeology and music.

Exhibitions and public information: exhibitions will be undertaken on all aspects of education for IEY. A postage stamp will be issued, and mass media will be utilized to give news of the year.

Intergovernmental Organizations

COUNCIL OF EUROPE

The Council's contribution to IEY consists of a series of studies by eminent educators and research workers on life-long education. The most important of these will later be published be a leading publisher with an introduction stating that the work is a contribution to International Education Year.

In 1970 or 1971, the Council will convoke a "round table" conference on the theme of life-long education. Some 40 European specialists in education will be invited to take part.

For the most part the Council of Europe's policies, as outlined in a pamphlet entitled "Education and Culture - 20 years of activities in the service of Europe", embrace all of the themes outlined for priority treatment during 1970. The Commission for Education and Culture will have IEY as one of its principle themes for debate during the autumn session of its assembly. This debate, it is hoped, will draw the attention of national parliaments which belong to the Council of Europe, as well as others, to the significance of IEY.

United Nations Specialized Agencies

UNITED NATIONS OFFICE OF THE HIGH COMMISSIONER FOR REFUGEES

OHCR recently sent a memorandum to all its representatives and correspondents on the subject of IEY. All were requested to concentrate on the three areas of activities, listed below, as part of this agency's special effort for the year.

Equal access of refugees to education
Literacy projects - especially in areas of refugee concentration
Co-operation with other United Nations agencies in fresh training programmes

Efforts on behalf of Member States in these various areas, it is hoped, will further be extended to refugees in their territories. The UNHCR sees IEY as an opportune occasion to encourage more action in this regard. This agency will regularly inform Unesco of development throughout the year and hopes to prepare a study, or articles, on the moral and organizational principles concerning equality of treatment for foreigners, especially refugees.

UNITED NATIONS FOOD AND AGRICULTURE ORGANIZATION

The Regional Office of FAO for Latin America in Santiago de Chile has informed us that its contribution to International Education Year will be a study of aspects relevant to the training of qualified personnel - to meet the needs of agriculture at the middle level.

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH

UNITAR submitted a proposal on IEY to the other institutes participating in the Fourth Annual Meeting of Directors of Institutes within the United Nations family (Geneva, 2-4 July 1969). In its proposal, UNITAR envisages the possibility of convening in 1970 a seminar in which the Directors of Institutes might be able to participate, along with other senior officials of the United Nations system and outside scholars, in discussing the question of training for international services. The implementation of the proposal is dependant on the availability of adequate outside financing.

INTERNATIONAL CIVIL AVIATION ORGANIZATION

ICAO is embarking on several projects during IEY. First is a programme entitled ICAO Air Age Education which will be an attempt to influence youth through school authorities to take up careers in civil aviation - especially in developing nations. Second is a programme of special feature articles and radio tapes which will be sent monthly to selected media in some 60 to 70 developing countries. This is intended as adult education, or, more aptly, information. It will cover a broad range of subjects to do with the value of civil aviation in the modern era. Third, this month's issue of the ICAO Bulletin is devoted to the subject of technical assistance and training of youth in civil aviation. Finally, a fourth project will co-sponsor a $100,000 film which will inform audiences around the world on the benefits of civil aviation and which will relate specific case histories and encourage youth to select a career in this field.

Non-Governmental Organizations

INTERNATIONAL CENTRE OF FILMS FOR CHILDREN AND YOUNG PEOPLE

For IEY, this NGO will devote a special number of its journal Nouvelles to the educational training of young people in film making. Questions relating to film making for the cinema and television and film appreciation will be treated in some depth in this issue.

THE INTERNATIONAL CONGRESS OF UNIVERSITY ADULT EDUCATION

The second World Conference of this organization will be held in Montreal in August 1970. The theme of the conference will be "University Adult Education in a Changing World - new and developing responsibilities". Two subjects will be treated more intensely in seminars: "The Training of Adult Educators", and "Adult Education Programming". Unesco is involved in the preparation of this conference financially. It will also prepare a working paper on the subject of the "Changing Rôle of Universities and Adult Education". Particular emphasis is being given this meeting of experts from all over the world as their task is to set guidelines for future action in this field. Further information may be had from Professor W. Mc Callion, ICUAE Chairman, Mc Master University, Hamilton, Ontario, Canada.

IEY Monthly Calendar of Important Conferences

UNESCO SEMINAR:	Topic "Use of media for rural development", Dakar, Senegal (March 1970).
WORLD CONFERENCE: (5-14 March)	"In the minds of men; educating young people of the world". Association for Supervision and Curriculum Development (U.S.A.). Place: Asilomar, California.
ANNUAL CONVENTION: (30 March-2 April)	Topic: "Catholic Education, the Global Dimension". National Catholic Education Association, Atlantic City, New Jersey, U.S.A.
SEANCE ACADEMIQUE: (19 March)	Organized by Belgian National Commission for Unesco at Brussels, Belgium.
LATIN AMERICA SEMINAR:	"University Students and Politics". Details from: Corporacion de Promocion Universitar and Catholic University of Chile, Santiago.

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

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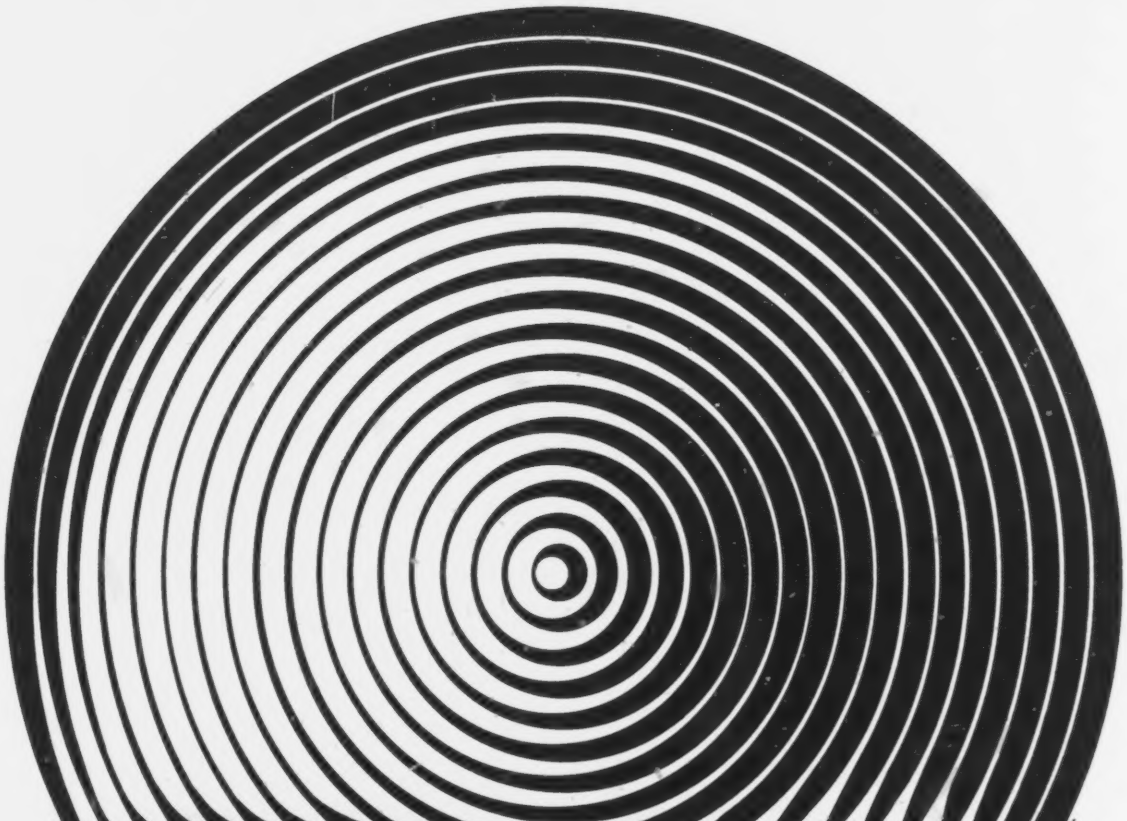

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Messages from Heads of State

Iran

At the very beginning of the International Education Year, His Imperial Majesty the Shahinshah, in a message to the Iranian nation, proclaimed the total support of the Government and people of Iran for the Unesco programmes for the generalization and expansion of education on an international scale.

He said in particular:

"Despite the extraordinary speed with which our world is advancing along the path of science and industry, and although it gains fresh victories daily in the sphere of the developing of natural resources for the benefit of mankind, it is impossible to assert, however, that our society has been victorious in its activities for real social progress while countless masses of people will remain deprived of adequate education in many parts of the world, and while ignorance and illiteracy will press heavily upon the fate of hundreds of millions of human beings".

......

"It is essential to employ new methods in education, based on careful study, and to make regular use of the most modern technical facilities. Care must also be taken to harmonize the traditions and cultural heritage of each society with the principles and needs of our age, and at all times to seek a direction that will respond to the intellectual and spiritual aspirations of the new generation. Similarly it will be essential for those who are at present responsible for the education of the vast masses of the developing nations, or will be so in the future, to cultivate a deep sense of their duties and to receive training at the level of the required scientific and intellectual competence, in the degree of understanding of reality, and the ability to meet it, for it is solely through the education of these innumerable masses that it will be possible to bridge the regrettable gap which, at present, separates peoples and threatens the future of humanity".

Tanzania

In his New Year message broadcast to the nation, the President of the United Republic of Tanzania, Mr. Julius K. Nyerere, stated that 1970 must be "Adult Education Year" in his country.

In particular he pointed out:

"What is adult education? Quite simply, it is learning about anything at all which can help us to understand the environment we live in, and the manner in which we can change and use this environment in order to improve ourselves.

Education is not just something which happens in classrooms. It is learning from others, and from our own experience of past successes or failures.

Education is learning from books, from the radio, from films, from discussions about matters which affect our lives, and especially from doing things. This question of learning by doing is very important".

......

"Education in our traditional societies was part of life, not something separate which a person did for just a short period in his lifetime.

A man's education continued throughout his whole life; and that is how it should be, even these days. But we now live in a very different kind of society; we live in our village or town, as part of Tanzania, as part of Africa, and as part of the world.

So we have very much more to learn now and a very much wider area from which we can learn. We must begin to ask questions about our lives, and to search for our own answers".

Member States Outline their Programmes for the IEY

Cameroon

A national committee has been set up to co-ordinate the activities planned for the IEY. These will include more particularly the organization of so-called "cours d'excellence" (high-level courses covering the various aspects of education) and a meeting of young persons devoted to educational problems linked with economic development, planned for the month of April. A public information campaign will be conducted throughout the year 1970.

The People's Republic of the Congo (Brazzaville)

In July a symposium will be organized on the relationships between the financing of education, social-economic and scientific development and the education given at present in the Congo.

Informal talks, in the form of discussion-lectures, will be devoted to problems concerning the advancement of women in education and employment, with the participation of the "Bureau national de l'Union révolutionnaire des femmes congolaises".

A course for preparation in adult literacy teaching will be organized in the teacher-training colleges; the passing-out examination for pupil-teachers will include a compulsory practical test on this subject.

The Congolese teaching staff as a whole and some foreign teachers will take part in the International Co-operation Day in June, while the celebration of International Literacy Day in September will form the subject of a special programme prepared by an inter-ministerial committee.

A column devoted to the IEY will be inaugurated in the pedagogical journal "Education congolaise", as well as in the liaison Bulletin on the Higher Teacher-Training College.

Jamaica

The Jamaica National Commission for Unesco has formulated the outline of a plan including notably:

establishment of a co-ordinating committee of the IEY to undertake a critical reflection of education in Jamaica and examine the concept of permanent education as it applies to conditions in Jamaica;

evaluation and planning of literacy;

planning and development of a National Science Centre;

a programme launched by the National Commission sub-committee of youth and summer school and pilot projects;

a Unesco month in June within the framework of the 25th anniversary of the United Nations;

comprehensive and total education in all institutions, including fuller use of their facilities.

Romania

The Romanian Government has decided to present to Unesco, on the occasion of the IEY, as a contribution towards promoting Unesco's literacy programme, a free printing of 30,000 copies of an elementary reader, the dummy of which will be supplied by Unesco to the publishing department of the Romanian Ministry of Education.

United Kingdom

In presenting the plan drawn up for the IEY, the National Commission stressed that the system of education in Britain is geared to constant review and renewal, and that the concept of life-long education has already been accepted as a guiding principle. It is also indicated that 1970 will be a year in which Britain will be mid-way in its move from selective to comprehensive secondary education.

National action during the Year will include the following:

WITHIN THE UNITED KINGDOM

The Open University[*] will enrol its first students in 1970.

Specially appointed Committees of Inquiry will be examining the current needs of non-vocational adult education as a process continuing through life and how best they can be met.

England and Wales will be celebrating the Centenary of the 1870 Education Act, to be launched with a week's celebration from 1 to 6 May in London. The Department of Education and Science will prepare a special additional issue, both historical and forward-looking, of its quarterly journal Trends.

The Schools Council will produce a centenary supplement to its journal Dialogue, revising a hundred years of curriculum development and the centenary of the establishment of the teaching profession in England and Wales. The Scottish Consultative Committee on the Curriculum which has published reports on modern studies and science will be investigating other areas of the curriculum.

1970 will be a key year in a vast school building and rebuilding programme.

The General Teaching Council of Scotland, set up to advise on teacher training and supply and to take over responsibility for the registration and discipline of teachers in Scotland, will assume its full rôle in 1970.

The British Pavilion at the 1970 World Exhibition in Osaka will have a section devoted to education in the United Kingdom.

A sub-committee of the National Commission for Unesco, set up to interest Colleges of Education in the Associated Schools Project, will make an attempt during the Year to evaluate the various courses offered by colleges joining the scheme.

EDUCATIONAL AID TO DEVELOPING COUNTRIES

A comprehensive review of policies on educational aid to developing countries will be undertaken and its results brought to the attention of Unesco. Substantial contributions are likely to be made during the Year to the University of the South Pacific, the University of Malawi and the Chinese University of Hong Kong. The first of the new technical centres being established in the eastern Caribbean is due to open in 1970 while a scheme known as the Aid to Commonwealth Teaching of Science will come into full operation.

Plans are in hand to set up in the United Kingdom a new centre which would be primarily responsible for advising and helping developing countries in all matters concerning curriculum reform and new teaching techniques.

NON-GOVERNMENTAL ORGANIZATIONS IN THE UNITED KINGDOM

The National Union of Teachers (NUT) will be celebrating its centenary during the Year. On this occasion, it will publish a pictorial record of 100 years of educational development in England and Wales.

The Council of Education for World Citizenship (CEWC), which acts as agent for the Unesco Gift Coupon Scheme in the United Kingdom, will produce early in the Year a special brochure devoted to eight major projects in the programme.

Singapore

The National Commission is studying the possibility of organizing a national seminar on life-long education. The contributions will be retransmitted on the radio and television and published in a booklet later.

Switzerland

The programme of activities communicated by the Secretary-General of the National

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[*] We will revert in a later issue to this very significant innovation.

Commission includes the organizing, at Trogen in Appenzell, of the first European assembly of leaders of Unesco clubs and associated schools.

It is also planning the drawing up of a national youth policy, the organization of a symposium on the present conception of life-long education, discussions on national and international civic education, study-days on communication media in schools and an inquiry into the status of women in Switzerland, the special purpose of which will be to elucidate the problems concerning access to education for girls.

Finally, an educational competition on the IEY will be open to young people so as to stimulate their interest.

The Holy See Announces a Plan of Activity

A Committee responsible for co-ordinating the activities of the various Dicasteries has been formed to put into operation a very varied programme, the chief aspects of which are as follows:

STUDIES AND RESEARCH

The study in progress on the service which the Catholic school can provide for the present-day society will be continued with a view to determining how the Catholic school can strengthen the educative value of teaching, contribute further to life-long education, to literacy work and to the expansion of education in the countries of the Third World, and to a greater degree become part of the national planning of education.

Other studies will be devoted to education as a factor of development (education of all men, of every man and of the whole man), of international understanding, reconciliation and peace. The results at which they arrive will be very widely disseminated.

The co-ordination of the research which the Catholic institutes have undertaken in education in connexion with a project of the Council for Cultural Co-operation of the Council of Europe will be extended at the international level.

EDUCATIONAL POLICY

A draft recommendation will be drawn up with a view to the further promotion of educational activities in the allocation of the financial resources available for the developing countries.

The Council of Laymen is contemplating the rivival or organization, of exchanges between Christian-family based groups and those responsible for school and out-of-school education, with the aim of defining and promoting the part taken by the family in education and of determining how this can be co-ordinated more closely with other educational factors. Such exchanges will cover moral education, understanding and co-operation between generations, inter-racial and international understanding and responsible participation in the life of a society undergoing a complete change.

Certain Catholic schools will be encouraged to join the Unesco Associated Schools Project.

SYMPOSIA

Symposia devoted to education, development and international understanding will be organized, in Rome, for the Catholic university youth, young priests and members of the religious orders, members of the Office of the General Superior of religious congregations and other persons responsible for the guidance of the universal apostolate of the Church.

INFORMATION

In a general way, Catholic educational journals will be invited to publish information on Unesco activities and in particular those dealing with education, youth, international understanding and peace.

Two publications, moreover, are in view. One will take as its theme "The opening of the Catholic school to the local community, in particular by participation in life-long education and literacy work", as part of a study launched by the Council for Cultural Co-operation of the Council of Europe on the pedagogical aspects of school building. The other will deal with pilot institutions of Catholic inspiration which are successfully engaged in preparing young people to live in a developing world.

Organizations of the United Nations System

UNITED NATIONS CHILDREN'S FUND (Unicef)

The Unicef Regional Office for the Americas has chosen, as a contribution to the IEY, a development project for science education in Peru, which will use the laboratories created as part of a previous project for training primary school teachers.

INTERNATIONAL LABOUR ORGANISATION (ILO)

At its meeting in Geneva in November 1969, the International Organizations Committee of the ILO decided to recommend to the Governing Body to note the examples of activity in the labour sphere which Member States might undertake in co-operation with employers' and workers' organizations during the International Education Year, and invite the Director-General to co-operate with governments and employers' and workers' organizations and to continue co-operation with Unesco, in order to make a positive contribution in matters of concern to the ILO to the celebration of the International Education Year in 1970.

WORLD METEOROLOGICAL ORGANIZATION (WMO)

The essential WMO activities include surveys, symposia and conferences, and a public information programme. The theme for the World Meteorological Day, which will be celebrated on 23 March, will be "Meteorological Education and Training".

WORLD HEALTH ORGANIZATION (WHO)

The aim of the programme that has been arranged is to bring about a better understanding of the importance of the problems of education and training in which the International Federation of Medical Students' Associations will take a special part.

The technical discussions that will take place at the twenty-third Assembly of WHO, in June, will be centered on the theme: "Education for the health professions - regional aspects of a universal problem".

WORLD FOOD PROGRAM (WFP)

The WFP officials in the field have been invited to co-operate closely with their Unesco colleagues in the framework of the IEY. Further, a programme for the information of the public has been drawn up, which will include the publication, in the Unesco Courier, of a study by the Executive Director of the WFP on the theme: "Food aid and education", and also of an article on the IEY in the fortnightly bulletin "World Food Program News".

INTERNATIONAL TELECOMMUNICATION UNION (ITU)

At its last session, the ITU Administrative Council decided that the next World

Telecommunications Day, which will be held on 17 May, will be dedicated to the theme of "Telecommunications and education". On this occasion, the May issue of the Telecommunication Journal will be devoted to education and training in telecommunications.

Non-Governmental International Organizations

INTERNATIONAL COMMISSION OF AGRICULTURAL ENGINEERING

In the general report which was submitted to the Seventh Congress of this organization - held in Baden-Baden in October 1969 - and which contains a comparative analysis of training systems for agricultural engineers, mention is made of the interest aroused in this professional body in favour of training based on the notion of life-long education.

INTERNATIONAL COUNCIL OF JEWISH WOMEN

Aware of the urgent need for expanded and improved educational services, the Council contemplates including in its IEY programme such actions as urging mothers with grown children to return to the teaching profession. It will also encourage its members to gain support for the updating of curricula to meet today's improved methods in industry and agriculture, and to assume responsibilities in all aspects of education in the community.

INTERNATIONAL COUNCIL OF SOCIAL DEMOCRATIC WOMEN

The Council will hold a seminar in Israel, in June, on "The rôle and position of women in public life".

INTERNATIONAL SOCIETY FOR MUSIC EDUCATION (ISME)

The following meetings will take place in July: IX Conference of ISME in Moscow; International Seminar on Research in Music Education, organized by the ISME Research Commission in Stockholm; special seminar on the theme "A World-wide View of Music Education", organized in Stockholm in collaboration with the Swedish Government, the municipal authorities and the Swedish Music Education Seminar Committee, and supported by Unesco.

INTERNATIONAL UNION OF FAMILY ORGANIZATIONS (IUFO)

A survey will be carried out among the national federations of parents and teachers in more than 50 countries in the five continents, to determine their contribution to adult education and the rôle which they can play, by developing co-operation between parents and educators, in the preparation of young people for their future. The conclusions of this survey will be communicated to Unesco.

The IUFO Education Commission will organize early in June in London in the framework of the centenary of the Education Act, a meeting of representatives of the federations in the various regions of the world, which will deal with the three following themes: democratization of education, transition from selection to guidance, civic and moral education of youth.

News Briefs

A GRANT FROM IBM

IBM has awarded the United States National Commission for Unesco a grant to provide staff support for work with non-governmental organizations in developing appropriate programmes for IEY.

Concentrating on a few issues, the Commission will urge those organizations which have not already done so to adopt specific, continuing and long-range plans to make all their members more acutely aware of the magnitude and complexity of the nation's and the world's education crisis.

WORLD TEACHERS' CONFERENCE

We have been informed by the International Preparatory Committee that the World Teachers' Conference will be held in Berlin, 6-10 April, to discuss in four commissions the following topics: the Rôle of School for Scientific, Technological and Social Progress in Modern Society; Teachers' Unions in the Struggle for Democratization of Education; the Material and Legal Statutes of Teachers and their Social Function in Modern Society; Teachers' Basic and Advanced Training.

" IN PARTNERSHIP WITH YOUTH " PUBLISHED IN PERSIAN

On the occasion of the IEY, the Iranian National Commission will translate and publish in Persian the report entitled "In partnership with youth", which was presented to the General Conference at its fifteenth session.

CENTRAL AFRICAN HIGHER TEACHER TRAINING COLLEGE (FORT LAMY)

Among the school and quasi-school activities specially prepared for 1970, it is planned more particularly to tackle the theme of human rights in the language and literature courses and to deliver dissertations on the regional customs relating to the principal sections of social life in Chad.

COMMUNICATION CONCERNING MEETINGS

The Unesco Special Unit for IEY requests organizers of meetings within the scope of the International Education Year to inform it as early as possible of the purpose, precise place and exact date of such meetings. Only thus shall we be able to bring them in good time to the notice of Bulletin readers.

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

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The Member States Communicate...

Afghanistan

As part of its programme for IEY, Afghanistan intends to speed up implementation of the educational reform undertaken in 1968. This programme includes the establishment of a higher teacher training college in Mazar-i-Sharif province, the use of educational broadcasting for in-service training of teachers, and expansion of the in-service training programme for supervisors and inspectors. Further experimental projects in the functional literacy programme are also planned, and additional primary and middle schools and lycées are to be established beyond those foreseen in the third Five-Year Plan. Special issues of Irfan and other publications of the Ministry of Education will be devoted to IEY, and background material on educational problems will be supplied to newspapers.

Argentina

Argentina has a two-part official programme for International Education Year: national activities and activities carried out with the participation of international organizations. Examples of the first are a National Congress of Education on "Educational Change in the 1970's" and a "National Seminar on Life-long Education". Examples of the second are a seminar relating to interdisciplinary studies on the ecology of the temperate zones, and a training course on film production. Argentina will also issue a special postage stamp reproducing the world emblem of IEY.

Bulgaria

The Ministry of National Education and the National Commission for Unesco, on the basis of the high-level analysis of the educational situation carried out in 1969, are preparing a special booklet designed to make known educational progress attained in Bulgaria and the basic principles of the teaching reforms introduced in 1969. The national programme for IEY includes in particular the consignment of 10,000 levas' worth of school equipment to certain developing countries; the production of short films on various aspects of education; the organization of an exhibition of photographs which will be sent to several Member States; a national assembly in which the Ministry of Education, the University of Sofia and the Scientific Institute of Education will participate, and which will deal with teaching by correspondence, with evening classes and with the life-long training of workers, the commemoration of the tercentenary of the death of Jan Amos Komensky (Comenius) and a campaign for keeping the public informed (radio and television broadcasts, the publishing of articles in the press, educational reviews, etc.).

Cambodia

An interministerial committee for IEY, under the Chairmanship of the Secretary of State for Education, has been set up by the Royal Government. The principal activities listed in the national programme drawn up by this committee include: three public symposia dealing respectively with passage from selection to orientation in secondary and higher education, the training and refresher education of primary teachers, reconcilement of an attitude of educational reform with one of tradition and conservation of the cultural heritage; an Education Day, to be observed in all educational institutions; a competition for poster designs; a competition in pupil's drawings and a radio competition; a special programme of radio and television broadcasts which will include a speech by the Minister of Education; the issue of a commemorative postage stamp. At the end of 1970 a brochure will be published giving an evaluation of IEY in Cambodia.

Democratic Republic of the Congo (Kinshasa)

Among other events, the national programme for IEY will include the organization of two seminars for provincial Directors of Education, one of which will be attended by students from the Unesco Regional Centre for Educational Planning and Administration (Dakar), and two other seminars dealing respectively with educational planning and technical and vocational education. Various activities are also envisaged for all schools in the Democratic Republic and there will be radio and television school broadcasts. In addition, Education Day (30 April) and International Literacy Day (8 September) will be marked by events to celebrate IEY.

Dominican Republic

Two cultural events, the First World Book Exhibition and the International Festival of Culture, and the inauguration of a modern building as a National Library have been planned for IEY by the Dominican Republic. These events will take place in Santo Domingo from 1 July to 12 October 1970.

Federal Republic of Germany

The national programme for IEY is under the political patronage of the Federal Chancellor. A co-ordinating committee presided over by the Secretary of State to the Chancellery comprising, among others the Secretaries of various Ministries (Foreign Affairs, Education and Science, Labour, Economic Co-operation, Youth, Family and Health), a representative of the Permanent Conference of Ministers of Culture of the Länder and the Chairman of the German National Commission for Unesco, has been instructed to formulate proposals for the Federal Republic's programme for IEY. Its preparation and implementation will be the responsibility of an executive committee appointed for this purpose.

Greece

On the occasion of IEY, Greece will embark upon a study of problems relating to higher education, the general and professional training of primary teachers and pre-school education. It also proposes to modernize primary and secondary education, to develop professional teaching and to put into practice all possible methods of solving the problem of school buildings. Lastly, it will organize meetings on themes such as training as a factor in developing human resources, adult education, the adaptation of general and technical teaching to the requirements of the modern world, and education for international understanding and the peaceful co-existence of peoples.

Guyana

The Guyana Government intends to observe IEY in an appropriate manner, but one which is limited by its possibilities: a study of national problems and activities in education, and the promotion of a special programme of vocational education in primary schools; the holding of a regional meeting of adult education organized by the Association of Adult Education with the aid and co-operation of the Government - a meeting in which the other countries of the Caribbean Community will take part; and a programme of radio talks directed by officials of the Ministry of Education and other prominent personalities under the School Broadcasts Programme. It is also proposed to set up a co-ordinating committee with representatives from the various social and economic services and Ministry of Education authorities.

Honduras

The co-ordination of the Honduran programme for IEY will be the responsibility of the National Council of Education assisted by the Unesco Technical Aid Mission. The objectives are seven of the twelve main themes of IEY. Among the activities envisaged are an extended series of lectures on various aspects of education; inauguration of libraries; attainments in research; publications; etc. All activities commemorating IEY will be widely disseminated.

Iraq

Iraq's national plan for IEY includes thirty projects covering most of the objectives set for the year. Among them are pre-service and in-service training of teachers; new textbooks in science and mathematics; co-ordination of research programmes; evaluation of agricultural education; adoption and publication of a national education policy; and new legislation towards decentralization of education. Other proposals include a new educational bulletin; educational exhibitions; and the launching of a campaign of functional literacy.

Israel

The Ministry of Foreign Affairs will award ten fellowships to African students for post-graduate studies in Israel as part of that country's IEY programme. Other plans include two international seminars, one on the co-ordination of international and bilateral co-operation in education, the other on the problems of teaching children from economically deprived environments. The Hebrew University plans an English edition of the book: "From Illiteracy to Literacy" by Mr. Grabelsky. Many youth activities are also planned, including an art education programme and projects for attracting youth to museums. The co-ordinating committee for IEY includes representatives of higher education, the teachers' association, the Federation of Labour and leading educators.

Korea

A feature of the Korean programme for IEY is a new project to improve science education through curriculum reform and the introduction of new teaching methods. Other projects include a seminar on the improvement of school buildings and facilities, round-table discussions and meetings on educational topics and special issues of the magazine of the Korean National Commission for Unesco. A number of public information activities, including posters and commemorative stamps, are also planned, and special events have been scheduled by the Korean Unesco Students Association and schools participating in the Unesco Associated Schools Programme.

Malta

Two national exhibitions are planned as part of Malta's IEY programme, one on the development of education in Malta, and the other on art, science and technology in schools. Other plans include educational TV programmes, a seminar for teachers, public visits to schools and a commemorative postage stamp.

Nepal

The Nepalese National Commission for Unesco has established a monthly calendar of events being undertaken in connexion with IEY. These include the inauguration of several new programmes, particularly in the fields of teacher training, educational research and construction of school buildings, a seminar on functional literacy sponsored by Unesco, the distribution of school materials donated by the Ukrainian SSR, the launching of the 1970-1975 national development plan, as well as monthly radio broadcasts and press articles concerning educational problems.

Netherlands

A preparatory committee consisting of a number of organizations in the field of education and international relations under the chairmanship of the National Commission for Unesco has established a programme for IEY which includes notably: a study conference for pupils and teachers entitled "The World, the School and Ourselves" and devoted to education for international understanding; two symposia, one on "The University and the Journalists Specialized in Science", the other on "Life-Long Integrated Education"; a seminar on "The Prospects of International Education: the Dutch Experience", to take place in Rotterdam under the auspices of the Netherlands University Foundation for International Co-operation.

A working group has been set up by the Academic Council on the subject "Ethics in Higher Education" in which members of the university community of all higher education institutions in the Netherlands have been invited to participate.

A special effort will be made in the field of public information. A leaflet will be printed in order to advise all interested organizations and persons about IEY and its meaning. Press announcements will be made at regular intervals.

Norway

The special committee for IEY, consisting of representatives of all major institutions and organizations engaged in educational problems in Norway, has selected three main themes for the Year: Assistance to education and training in the developing countries; Life-long integrated education; Global perspective in Norwegian education.

The main emphasis will be placed on the first theme, and the committee's work in this respect (studies and surveys, information campaign) will be conducted in close co-operation with the Norwegian Agency for International Development. Life-long integrated education will be the theme of a Nordic conference which should serve inter alia as a preparation for the Nordic participation in the Third World Conference on Adult Education. Another conference is being planned on "Education and the global perspective", with participation from all types of schools and also from the pupils' organizations.

A pamphlet concerning IEY will be sent to all Norwegian schools. Institutions and organizations engaged in education will be requested to carry out activities within the scope of the three themes which have been chosen by the Norwegian committee.

Sweden

A co-ordinating committee, where the Ministries for Foreign Affairs and of Education, the Swedish International Development Authority (SIDA), the Swedish Broadcasting Corporation, the Swedish United Nations Association, trade unions, teachers' organizations, youth organizations and the political parties are represented, has been established on the initiative of the National Commission for Unesco to prepare activities for the IEY. It was decided to concentrate on two particular aspects, namely: to stimulate public opinion in favour of the educational needs of the developing countries, e.g. by supplying information on the international situation in the field of education; to promote general interest in an extended internationalization of education.

Some examples of activities planned by the various organizations represented in the committee for IEY are:

The Swedish United Nations Association is carrying out several public information programmes including the printing of a poster for free distribution to schools, organizations, libraries, etc., and a pamphlet on the IEY.

SIDA intends to disseminate information, e.g. from the different education projects in Tanzania, to contribute money to private organizations for information activities concerning the developing countries and to arrange special courses for teachers.

The National Board of Education will concentrate on in-service training for teachers, informing them of the educational situation in the developing countries and of the plans for an internationalization of education; it will also organize two conferences: one for journalists on general problems of education and one for youth instructors to discuss international aspects on youth and education.

The Swedish Broadcasting Organization plans a special education programme for adults on the subject of developing countries.

The Swedish Union of Teachers is carrying out a fund-raising and information campaign on Unesco's functional literacy project in Tanzania.

The United Nations Student Association of Sweden will arrange seven teach-ins at different universities on education for international service.

In addition, several meetings will be held during the IEY: a Nordic conference called "Nordic School in Development", arranged by the main teachers' organizations, an international expert meeting to discuss sports equipment in schools, an international congress on the education of the deaf (in co-operation with Unesco) and a Nordic Conference on Hydrology.

Togo

Within the framework of the IEY national programme, priority will be given to the training and refresher training of teaching staff. Lectures with discussions will be held on the various educational problems of Togo, such as the country's educational policy and the need for its reform. In addition, a brochure will be published on school drop-outs and the cost of school education.

Union of Soviet Socialist Republics

During IEY, the Soviet Union will continue to provide developing countries with bilateral and multilateral aid which will mainly be accorded to the creation and construction of new schools and to the literacy campaign. As a contribution towards the literacy programmes, it will, in 1970, send a million exercise books to countries in Africa and Asia. It has also instituted an international prize amounting to 5,000 roubles, called the Nadejda K. Kroupskaia Prize, which will be awarded annually over a seven-year period for deserving work in the sphere of the extension of literacy.

Furthermore, the Soviet stand at the Osaka International Fair will include a large section devoted to education.

United States of America

A total of 31 Federal Government agencies are carrying out 159 separate programmes of educational activity concerned with improving international understanding and co-operation. Details of these programmes are contained in a recent publication prepared by the United States Office of Education as part of its programme for IEY: "Inventory of Federal Programs Involving Educational Activities Concerned with Improving International Understanding and Co-operation" (Washington, D.C., United States Government Printing Office, 1969).

Programmes of the United States Peace Corps occupy an important place in the 545-page document, as do activities of the State Department and the United States Office of Education itself. Less well known perhaps is an International Training and Exchange Program operated by the United States Post Office. Among other agencies involved in similar activities are the United States Fish and Wildlife Service, the Federal Communications Commission, the Atomic Energy Commission, the Department of Agriculture, the Department of Commerce and the Library of Congress.

More directly related to International Education Year is the brochure, "A World to Gain", published by the United States National Commission for Unesco in co-operation with the National Education Association and the United Nations Association of the U.S.A. Subtitled "A Handbook for International Education Year", the booklet devotes a short chapter to each of two themes being emphasized in the United States during IEY (promotion of educational equality and international understanding) and then suggests projects for action at the community level.

The National Education Association and its affiliated organizations are also planning a large programme of meetings, publications and other activities in connexion with IEY. Among the meetings scheduled are a conference on bilingual education and regional conferences in Ecuador, Central America and West Africa on how teachers' associations can help improve education. Several NEA publications, including "The Code of Ethics" and "Education in the United States" are being translated into Spanish and given a wide distribution for IEY. The country guidebook "Other Lands, Other People" is also being revised and brought up to date.

In New York, the Educational Materials Project has launched a monthly newsletter entitled "IEY in Brief" as a service to the State Education Department. It contains notes on recent publications, curriculum materials and other developments of interest.

Uruguay

The National Commission for Unesco has decided, in agreement with the National Council for Primary and Normal Education, the National Council for Secondary and Preparatory Education and the Workers' University, to study the following themes for IEY: Life-long education; Out-of-school education; Education for handicapped children; Problems of premises in secondary education; Preparatory courses for the training of inspectors and directors of schools; The present state of technical education and a programme for its intensification; The organization of regional centres for the training and further education of teachers. Besides this, the Ministry of Education and Culture has proposed the holding of a regional conference of Ministers of Education from the neighbouring countries in order to deal with the programme for sub-regional integration and development in Latin America.

International Non-Governmental Organizations

INTERNATIONAL ORGANIZATION OF CONSUMER'S UNIONS

In support of IEY, this organization has designated consumer education as the principal theme of the 1970 World Consumer Conference to be held in Baden (near Vienna), Austria, 28 June-4 July 1970.

INTERNATIONAL RECREATION ASSOCIATION (IRA)

IRA has urged its affiliates to utilize IEY as an occasion to develop education projects related to the play, recreation and leisure-time field. They have been invited, in particular, to check and stimulate the inauguration of such special courses as those already established in the United States (where they lead to the Bachelor, Master and Doctorate degrees) and in other countries like Belgium, Canada, Germany, India, Japan, New Zealand, Singapore, United Kingdom and Viet-Nam.

WORLD MOVEMENT OF CHRISTIAN WORKERS (WMCW)

The working group of WMCW on life-long education has published a working paper analysing the replies to a questionnaire sent to the International Catholic Organization (OIC) with the aim of determining what aspects of modern civilization seem to call for priority attention in the light of man's condition; the prospects for man and society which OIC try to open up; the activities and experiments which enable OIC to cope with certain situations in the sphere of education.

WORLD UNION OF CATHOLICS WOMEN'S ORGANIZATIONS (WUCWO)

In 1970, WUCWO will launch a four-year programme to promote the education of women. It plans to hold two meetings on this theme, one in India, the other in Uganda. In October 1970, an international symposium on "The education of women as co-builder of a new humanity", will be held in Belgium, at which a statement on education might be approved.

WORLD ASSEMBLY OF YOUTH

The World Assembly of Youth has sent a circular letter to all its committees and co-operating organizations informing them of the purposes, objectives and principles of IEY, and of its own interest in the problems of education and training of young people. The letter also draws attention to the problems of education and calls on young people and adults alike to show their concern and be active in seeking their solution.

WORLD FEDERATION OF TRADE UNIONS (FSM)

In the context of IEY, the Federation will expand its work in three ways: the struggle for democratic reform in education; functional literacy; life-long education and vocational training. It contemplates organizing a symposium on problems concerning life-long education.

INTERNATIONAL ASSOCIATION FOR THE EXCHANGE OF STUDENTS FOR TECHNICAL EXPERIENCE

As a contribution to IEY, this Association, at its 22nd General Conference in January 1970, approved unanimously a resolution calling upon the industrialized countries to increase training opportunities for students from the developing countries.

INTERNATIONAL CO-OPERATIVE ALLIANCE (ICA)

ICA has brought to the attention of its affiliated national co-operative organizations (240 million members in 60 countries) the very close relationship between the purpose and aims of IEY and the educational rôle of the co-operative movement.

An International Conference of Co-operative Education Leaders will be held in Switzerland with the participation of Unesco late in 1970. One of the items on the agenda will be the problem of co-ordinating the concept of life-long education with the educational activities of the co-operative movement, particularly in the fields of out-of-school adult education and functional literacy.

INTERNATIONAL FEDERATION FOR INFORMATION PROCESSING

This organization will hold a World Conference on Computer Education in Amsterdam on 24-28 August 1970, as one of its contributions to IEY. Further information may be obtained from Mr. S.D. Duyverman, Chairman of the Steering Committee, Stadhouderskade 6, Amsterdam 13.

IEY CALENDAR FOR MAY 1970

CONFERENCE:
Social Rôle of School, organized by the International Union of Architects, 24-31 May, Vienna.

SEMINARS:
The World Crisis in Education and the Churches' Contribution, organized by the World Council of Churches, 17-22 May, Amsterdam;
The Prospects of International Education, organized by the Netherlands University Foundation for International Co-operation, 20-22 May, Rotterdam.

MEETINGS OF EXPERTS:
Scientific Organization of the Learning Process, convened by Unesco, 14-26 May, Geneva.

UNESCO/ILO JOINT COMMITTEE: (2nd session)
Application of the Recommendation Concerning the Status of Teachers, 27 April-9 May, Paris.

CELEBRATIONS:
Centenary of 1870 Education Act, 1-6 May, London;
United Nations Day, The Pan Pacific and Southeast Asia Women's Association of the U.S.A., 12 May, United Nations Building, New-York.

TO OUR READERS . . .

In view of the bulk of information received, we have had to limit the present Bulletin to an account of the activities that the Member-States and international non-governmental organizations are undertaking or propose to undertake for International Education Year. In the May Bulletin (No. 10) we shall be giving readers an initial report on the IEY programmes already announced, endeavonring to provide the main outlines and trends common to all programmes.

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

Articles and information material from the IEY Bulletin may be reprinted freely by newspapers, journals, radio, television and other media. It will be appreciated, however, if cuttings or copies of publications in which material appears are sent to the IEY Special Unit, Unesco, Place de Fontenoy, 75 Paris 7e, France.

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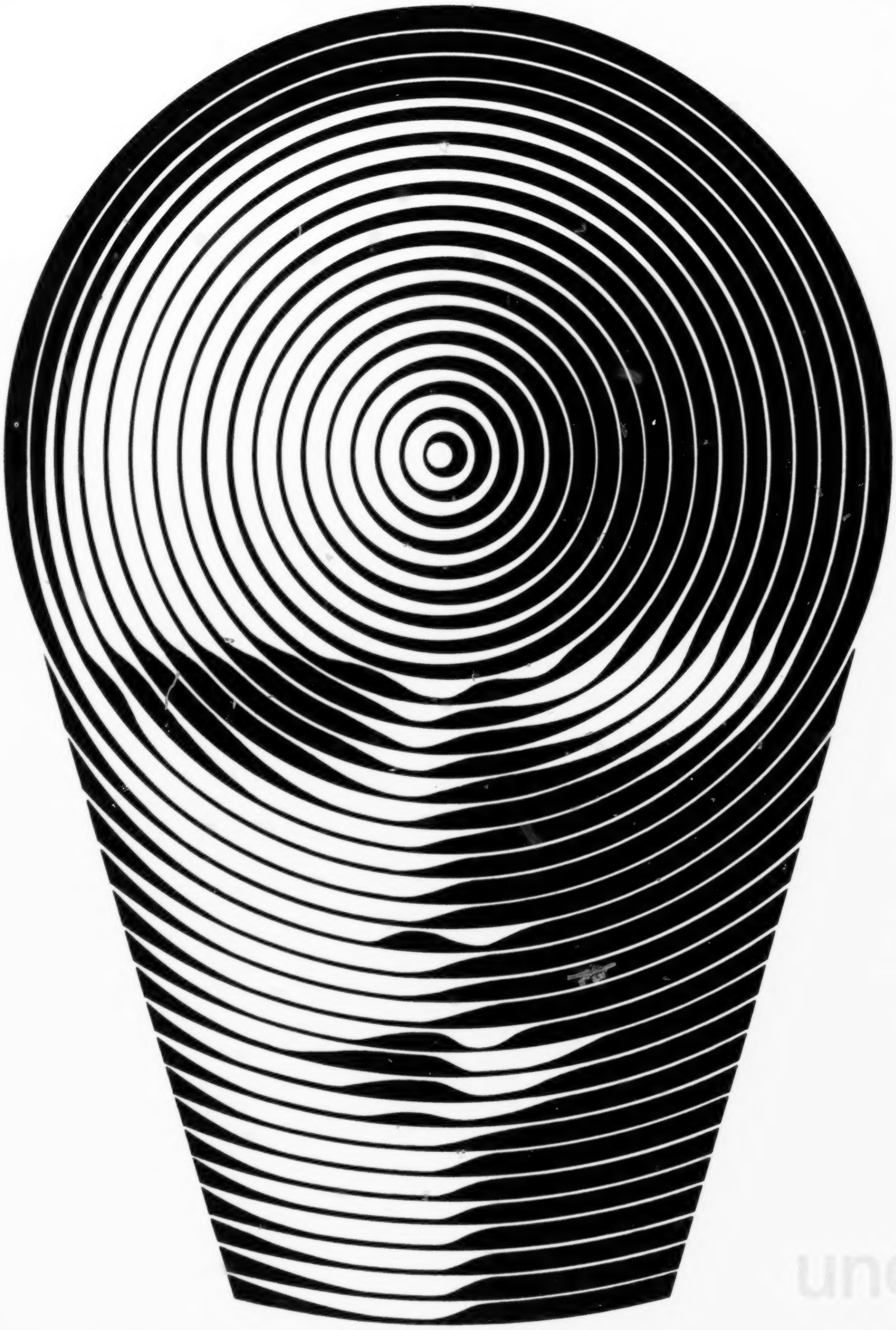

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Proclamations by Heads of States

Liberia

The President of the Republic of Liberia, Mr. William Tubman, in a proclamation has declared 1970 as International Education Year in his country. Stating that by "combating prejudice, ignorance and mistrust, education also makes an important contribution to... international understanding and world peace", the President called upon all public and private educational, religious and civic organizations involved in education programmes, whether for young people or adults, to make a special effort during International Education Year to:

1. take stock of our accomplishments thus far and of our priority needs for the future;
2. initiate and foster such activities as will improve education in the broadest sense;
3. intensify present educational efforts;
4. co-operate with other national and international agencies dedicated to the same purpose".

United States of America

The President of the U.S.A., Mr. Richard Nixon, issued a proclamation on 13 February declaring 1970 as International Education Year in the United States, and calling upon "all Americans to join our fellow citizens of the World in making this year one of reflection on the state of education as it exists and of action directed towards making education what it should be".

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IEY and International Solidarity

In an address given on 19 March in Brussels at the formal gathering which was held in the Palais des Congrès in honour of International Education Year and which took place in the presence of H.M. the Queen of the Belgians the Director-General of Unesco, Mr. René Maheu, stated *inter alia*:

"At the international level, one cannot but hope that the nations of the world will, this year, manifest their resolve to further strengthen the ties which bind them together. I am thinking primarily, of course, of the joint action the world must take in order to put an end to the scandal that, in the last third of the twentieth century, illiteracy not only persists but is in fact, in absolute terms, increasing. In this connexion, I am gratified to know that many countries, whose example I hope will be universally followed, have included a variety of positive measures and activities in support of functional literacy work in their programmes for International Education Year.

But I am thinking also of another, more general common action, involving the adoption and implementation of *global strategies for the development of education*. I also think Unesco has a duty to encourage the formulation of such strategies, which as I know are needed just as much by the international or bilateral co-operation organizations as by the governments concerned to guide their activities towards priorities identified by procedures of proven worth. I shall therefore ask the Executive Board at its next session to authorize me to set up an international commission of eminent experts for this purpose. There will, of course, be no question of offering the various countries ready-made solutions to their very varied problems, but simply of suggesting to them a frame of reference and common bearings. This framework and these bearings would, however, I am convinced, be such that they would light the path of national endeavours and enhance their value by increasing considerably, by the interplay of their various elements, their total impact upon reality.

For, ultimately, all mankind is involved in the quest, and all men will be saved or go down together. Let us not shrink from changing our world; the choice is not between change and stability, it is between changes which must be borne because they have not been foreseen and those which we ourselves determine because we have thought them out, decided on them and prepared for them. Nor must we shirk the universality of this effort of renewal: therein lie the best hopes of success and the true meaning of the enterprise. Above all, we must realize that the transformation is essentially an ethical one. What is needed is to invent a new model of man as a social being and as an individual. That is why the crisis in education lies at the heart of the crisis in our civilization, for education, whether it transmits or invents, whether it imposes or proposes, is exactly this: moulding minds and characters in accordance with certain models. And today it is the models, even more than the methods and techniques, which are being called in question."

IEY : A First Assessment

In the interview reported below, Mr. C. Flexa-Ribeiro, Assistant Director-General for Education, reviews the present position of International Education Year, highlighting its significant features. From his replies to our questions which covered several aspects of the programme, it transpires that despite some elements of uncertainty, current progress is quite satisfying and shows that International Education Year will have been an important event in the history of education.

Question

It is agreed that the success of International Education Year must depend, first and foremost, on action taken at the national level. Can you tell us how many Member States have so far announced their programmes and what are their main features?

Answer

Up to now 90 Member States have informed us officially of their national programmes. Admittedly, a number of these programmes are only preliminary, or comparatively limited, ones. But I regard this figure as satisfactory, particularly as several of the remaining 35 countries have stated that their programmes will be announced shortly. From the replies received, and still speaking in terms of figures, we may note, for example, that six countries have proclaimed 1970 as National Education Year, 30 will devote special television broadcasts to the event, eight will organize competitions of various kinds in the education sector, 24 will hold exhibitions, 29 training courses, eight have produced posters or will do so, 20 will issue special postage stamps, 42 are preparing one or more special publications, six are producing IEY films, two are organizing a fund-raising campaign for developing their educational system, while 15 countries will place the accent on an increase in their aid to developing countries. Further, the Secretariat has, at the present time, figures showing that 51 countries are organizing seminars, symposia or conferences, whilst 28 have announced their intention of carrying out overall or sectorial studies or assessments of their education systems. Lastly, 39 countries have, up to now, included declarations in their programmes concerning decisions which are often of great importance and which will affect their national education policy; in some cases these will be taken following public opinion polls. Twenty-two Member States have also said that 1970 will witness the establishment of new training or educational research institutions.

Q. Is not the fact that some countries have selected IEY as the occasion for important educational policy decisions remarkable in itself?

A. It is a fact that is certainly worth noting. In some cases, of course, it is mainly a fortunate coincidence and the action would anyway have been taken this year or in 1971. In a number of instances we have been told that the Head of State or of the government will directly supervise the implementation of the country's programme and will address the nation himself in order to emphasize the importance attached to IEY. This is not just flag-waving. On the contrary, we see recognition here of the fact that education can no longer be regarded as a mere sectorial activity coming under a single ministerial department, but as an essential feature of all sections of the political system. There is no doubt that if such initiatives were to be multiplied, IEY would bring about clearer recognition by public opinion of the real part that education plays, or ought to play, in our society.

Q. Do you see other positive factors?

A. IEY will probably be a landmark on the road to understanding the concept of life-long education. It would really be most unfortunate if, among the many meetings, publications, films, etc., dealing with this subject, none were to lead to positive results which would pave the way, at least at the intellectual level, for the institution-building measures that are required. Similarly, we may here and now hope that the emphasis placed in many industrialized countries on the need to assist the developing countries in educational matters will succeed in awakening public consciousness and prepare the way for the necessary action and sacrifices.

Q. Could you tell us about the elements of uncertainty which still exist and which will determine whether or not 1970 will one day be considered as an important date in the history of education?

A. It is true that there are still some unknown factors, and there is nothing surprising about that. After all, what will in fact be the value of the proposed events? How will they affect the opinion of those who must first and foremost be associated with thinking and action in education - no longer to be regarded as a field "apart"? How far will the relevant problems be presented with enough determination to introduce change, enough courage, and enough will to associate the whole community of nations in their solution? There is still a danger of a weakening of the real significance of the Year, of witnessing minor, dispersed attempts to meet the challenges of the contemporary world, instead of a concerted effort to tackle them as a whole. Can national budgets continue to bear the financial burden imposed by the present structure and aims of education, let alone a constant increase in that burden? Will the vast additional funds required for education at last be made available one day by an appreciable reduction in military expenditure? Will governments be able to make this International Education Year the starting point for a Second Development Decade centred on man? Within the educational system itself, are we prepared for the heart-rending revisions which seem to be necessary if we are to pave the way intelligently and generously for the new age now dawning? The next few months will, I hope, bring encouraging answers to all these questions.

Q. Could you tell us briefly what Unesco is doing?

A. The Secretariat as a whole will do all in its power to make 1970 an exceptional year. Two outstanding events are very encouraging: the Marrakesh Conference and the Symposium organized by the Philosophy Division on Education and the Development of Man. Others, will follow. For its part, the special IEY Unit will forge ahead at the pace which it has helped to set for this project. The International Education Year Bulletin will continue to circulate all the information available on what is being done not only by governments, but also by United Nations agencies and non-governmental organizations. A Spanish edition was added in January last. Furthermore, a twenty-page document will be issued on each of the twelve priority themes of the Year. These documents will of course vary considerably. Some are likely to run counter to many conventional ideas. Like other more "orthodox" documents, they will not represent

Unesco's official views, but they will give food for thought, which is generally agreed to be one of the purposes of Unesco. What else is being done? An explanatory poster on International Education Year is being prepared. A thirty-minute film on the Year has been sent to National Commissions. The radio services at Headquarters and in the field are preparing programmes in various languages in honour of the Year. And, finally, the Unesco Courier will again devote a great deal of space to International Education Year themes.

Q. In what other directions might a special effort be made by Member States?

A. First of all, if the Year is to mark an important date in the history of education, the general public in all countries must participate in seeking solutions to the present and future problems of education. In 1970, education must cease for all time to be a closed preserve. To this end national press, radio and television services must make the Year a major theme; not only educationists, and perhaps students, but also engineers, artists, and town and country workers, must be invited to air their views on the subject.

Secondly, I hope that in 1970 more countries will decide to make some durable contribution. Even if it is not possible to finance and set up an institute or a higher educational institution immediately, I hope that the decision to do so can at least be taken during this special Year - special in that it should be an occasion for additional efforts.

Q. Should not provision be made for an evaluation of the Year and its results at the end of 1970?

A. Indeed it should, and I would launch a pressing appeal to this effect. After the Year, we must be in a position to examine and assess the results obtained. So far only two countries have explicitly stated their intention of evaluating the effectiveness of their International Education Year programmes at the end of 1970. In fact, every country should take steps to do this - it is not really difficult. Above all, it is important that all those who have notified us, or will be doing so, of an International Education Year programme - Member States, NGOs, regional bodies, etc. - should not leave it at that, but should keep the Secretariat informed throughout 1970 about the implementation of the programme and its results. It will readily be understood that only in this way can we assemble the data required for an evaluation when the time comes.

International Education Year and the Second United Nations Development Decade

When the United Nations General Assembly proclaimed 1970 International Education Year and at the same time the year for the launching of the Second United Nations Development Decade, it implicitly stressed the links existing between development and education.

The objectives set forth in the General Assembly resolution coincide with the development strategy proposed by the Committee for Development Planning (CDP) for education, and particularly life-long education, in the seventies. The CDP emphasizes the fact that education, a powerful stimulus to economic growth, comprises not only the transmission of knowledge, the development of which is vital for the improvement of the human lot, but also the inculcation of an attitude which will enable our societies to fulfil their scientific and cultural potentialities. Setting objectives like this is indeed placing the emphasis on the necessity for life-long education.

While the sponsors of International Education Year talk of educational research, comparative education and studies of new methods and techniques in education, members of the CDP, also mindful of the importance of devising educational systems in terms of development needs, say that the objective must be to prepare the rising generation for the important tasks awaiting it, starting with pre-school children. Aware of the fact that education produces long-term results, members of the CDP consider nevertheless that a curriculum calculated to increase effectiveness in the near future can be worked out.

The CDP stresses three major objectives which coincide with the objectives of International Education Year. These are to:

Revise curricula and start off on a new basis, both in order to ensure the development of qualifications in keeping with the growing rate of activity and the rapid changes consequent upon technical progress and to increase the effectiveness of investments in education.

Give high priority to adult education.

Pay particular attention to agricultural education.

Lastly, confining ourselves to the essential, we can say that members of the CDP intend to recommend that the 1970 United Nations General Assembly consider another objective in addition to the foregoing, i.e. increasing international assistance for the purpose of improving technical education in the developing countries.

Thus, complementary objectives, coordinated activities, launching dates which coincide, bring these two large-scale operations within the compass of a single campaign calling for a general mobilization of efforts in all countries.

Consideration is even being given to the idea of organizing another International Education Year in 1980, at the close of the Second Decade. At that stage it would be possible to assess the progress made and update education strategies.

Programmes of Member States

Bahrain

General plans for IEY include:

Promotion and expansion of technical and vocational education, promotion of equal access of girls to education, differentiation of secondary education, in-service training of teachers, curriculum development and development of youth activities.

Symposia on selected themes such as "Promotion of girls to education", "Vocational training and productivity", "Rôle of schools in international understanding" will be held with the participation of students, teachers, parents and other citizens.

Burma

The following activities have been arranged in Burma under the auspices of the Unesco National Commission and the Ministry of Education:

National Seminar on Technical, Agricultural and Vocational Education.

National Seminar on Medical Education.

National Seminar on Examinations and Testing.

Review of curricula.

Subject committees already formed comprising university professors, teacher-educators, teachers of all levels, educational psychologists, administrators and other workers in their respective fields, will:

(i) review the curricula and syllabi;
(ii) produce textbooks and supplementary reading materials;
(iii) introduce suitable teaching aids;
(iv) devise suitable teaching methods; and
(v) devise suitable examination and testing methods.

Long-term educational planning and investment.

A high-level committee has been formed to formulate long-term educational plans and investment in education sector for the next decade.

Golden Jubilee of the Rangoon University.

Eradication of illiteracy.

The Meiktila district pilot project will be extended to two more districts during 1970.

Publication of a new education magazine.

Two issues of the new quarterly named Pyinnya Lawka (The World of Education) will be devoted to IEY.

Publication of anthologies:

(i) on education;

(ii) on life in neighbouring countries.

Publication of articles in newspapers, journals, magazines, etc.

Broadcast talks on the radio.

Students and youth festival.

International exhibition of teaching aids.

Establishment of a youth palace.

Issue of a commemorative stamp.

Measures to co-ordinate school teaching and out-of-school education.

Measures to further promote popularization of science.

Byelorussian SSR

The National Plan for IEY has been drawn up by the Byelorussian Ministry of Education and National Commission for Unesco. During IEY, attention will be given to improving the educational system and to realizing compulsory secondary education. The Ministry of Education will expand its studies of problems in the fields of youth and life-long education. Work will be continued on the changing over to new curricula in keeping with the country's scientific and technical progress.

National conferences will be organized to discuss the following subjects: school as the centre of educational work; training in manual work for children at school; results of the work done in the fields of new curricula and textbooks; improving the system for training young sportsmen; exchange of experience between young workers at evening schools and by correspondence courses; improvement of school administration in the field of evaluation, and introduction of advanced pedagogical methods.

Many seminars will be organized on subjects ranging from the new programme for kindergartens to new methods and techniques in developing the thinking capacity of the students.

Byelorussian scientists in education and psychology will continue their research in new educational systems and the educational process. Many books and articles on education will be published in 1970, including "V.I. Lenin and Education"; "Using of Lenin's Works in the Teaching of Geography"; and "Educational Planning in the Byelorussian SSR".

Special information devoted to the IEY and Unesco's activities will be published by national newspapers and magazines. Radio and television broadcasts will be arranged.

Chad

The national programme in this country is being organized around the theme, "School - Family - Social Environment - World". It will include an advanced course for primary school inspectors.

A special stamp will be issued and two monographs will be published - one giving an account of Chad's educational system and the other an assessment of Chad's contribution to International Education Year.

Colombia

On 19 January 1970, at the National Pedagogical University in Bogotá, the President of the Republic of Colombia officially inaugurated International Education Year throughout the Republic. He declared that Colombia wished to mark the importance of the Year by stepping up its efforts on behalf of education, and drew attention to the country's achievements in furthering education at all levels.

Czechoslovakia

In connexion with IEY, the Czechoslovak Government has approved the national programme for the commemoration of the 300th anniversary of the death of Jan Amos Komensky (Comenius) and has appointed a Ministerial Committee to promote and co-ordinate the commemorative events in the spheres of science, education and culture.

The conference on "Comenius and the reform of human affairs" will be held in Prague on 8-11 September 1970 with Unesco participation.

An international conference on "Leisure time and adult education" will be organized in Bratislava (Slovakia) from 3 to 9 September as part of the IEY programme.

Dahomey

Dahomey's programme includes the following features:

Education Fortnight - a series of six discussion lectures on education and society, parent-child relations, the educational attitude.

Civics Education Week - use of mass media - talks in schools.

Broadcasting commissions, travelling exhibitions and lectures.

"Thoughts on Education" operation and white paper on education (Ministry of Education).

Symposia on:

(i) the study of vernacular languages;
(ii) education and rural development;
(iii) literacy teaching.

Hungary

The National Institute of Education is making three educational films which will be used to introduce life-long education. The purpose of these films is to give adults - and particularly parents - and pupils some understanding of certain subjects recently included in the school curricula. They will deal with (a) a recent discovery in the natural sciences (in biological chemistry, for instance); (b) a family education problem (such as family planning); (c) some aspect of art education.

They will first be shown in schools, then put on Hungarian television for the general public. The making of these films is part of a programme which includes a continuous evaluation of results obtained.

Iran

A committee comprising representatives of the ministries, institutions and other bodies concerned has drawn up an extensive programme of activities in close co-operation with the National Commission. The programme is sponsored by H.I.M. the Empress of Iran. Its implementation will be supervised by an executive committee set up for the purpose. The main aspects of the programme may be summed up as follows:

Educational policy

A paper will be prepared on Iran's educational policy for the next two decades.

In 1970 a special committee will study the raising of the standard of education at the various levels and will submit a report to the Board of Education.

Strenuous efforts will be made to improve teacher training at all levels (extra staff for teacher-training centres, refresher courses, experimental plan to overcome the shortage of science teachers).

With a view to making full use of school premises and equipment, an experimental plan for evening schools will be carried out.

Audio-visual teaching will be developed. Scientific and educational television programmes will be prepared and television clubs will be set up in the schools.

Steps will be taken to ensure that proper education is provided for handicapped children and young people (special teacher training and school building programmes).

A National Education project on family-school relations will be carried out.

Projects for setting up or developing higher educational institutions in provincial towns and opening a Teachers' College will be speeded up.

Six vocational training centres and a College of Nursing will be opened.

Literacy teaching

The National Literacy Committee will endeavour to admit one million illiterates in its classes, while seeing that children of school age who have not attended school are given priority. It will extend its programmes specially designed for women, both in the towns and in rural areas. It will conduct research on methods and techniques suitable for adult education, will organize training courses, seminars and conferences on pre-service and in-service training for teachers and will periodically issue reading materials specially designed for new literates.

One thousand schools of the Army of Knowledge will be opened with the help of the rural populations. Fifty study grants will be made to nationals of African and Asian countries. The Imperial Organization of Social Welfare will print one million books, also intended for the African and Asian countries. An international meeting on the assessment of the Iranian programme for functional literacy training will be convened in Ispahan.

National campaign for book promotion and library development

This campaign will be conducted with the widest possible participation of the public, educational institutions at all levels, libraries, teachers, pupils, students, parents, authors, publishers, members of the Army of Knowledge, etc. It will include, in particular, the establishment of a National Book Fund, the celebration of a Book Day and the award of seven national prizes to the authors of the best books published on various subjects. A special effort will be made to open libraries in rural areas and to increase the number of bookmobiles. An appeal will be made to publishers to reduce their prices during International Education Year.

Meetings and publications

Throughout the IEY, conferences, symposia and seminars will be organized in order to associate the public with the programmes prepared for the Year. The following events, among others, are noteworthy:

(i) a conference on education and the development of man;
(i) a symposium on life-long education (organized by the Institute of Research and Planning for Science and Education);
(iii) two regional seminars on cultural policy and art education;
(iv) a seminar on "Culture and Education".

As for publications, provision has been made in particular for analytical and statistical studies on higher education in Iran, the translation into Persian of Unesco publications and periodicals on education, books more especially for young people, an issue of the quarterly bulletin published by the national IEY Committee, and regular articles in the Persian edition of the Unesco "Courier".

Public information

Broadcasting of radio and television programmes, especially forums, screening of films relating to the Year on television and in cinemas, publishing of interviews and articles in the press, exhibitions, issuing of commemorative stamps, and organizing of tours of literacy classes.

Israel

Twenty-two museums in Israel have announced their intention to organize special exhibitions or activities within the framework of International Education Year.

Italy

The programme agreed on by the Minister of Education and the National Commission's

Education Committee provides for: the setting up of a National Institute of Educational Research by the National Research Council; the establishment of an institute or a centre for the drawing up of curricula; the celebration of the centenary of Maria Montessori with the help of the Ente Montessori; a national congress on life-long education; television programmes on subjects connected with education; and the circulation among secondary school teachers and advanced students in higher educational institutions of a 60-80 page booklet on the most difficult new problems which teachers and school administrations must now face as a result of social economic and psychological changes in the modern world. Provision has been made for a printing of 250,000 copies of this booklet, which will deal with questions such as: compulsory education, life-long education, new techniques in education and vocational guidance.

Laos

The National Commission for Unesco has prepared a national programme of activities for the Year, which it will be responsible for carrying out in close co-operation with the ministries concerned. This programme includes the organization of two seminars, one to pave the way for the launching of a functional literacy project for farmers, craftsmen and workers in the Vientiane plain, the other on the introduction of modern mathematics into the primary school curriculum. An interministerial symposium will also be held on the theme, "Education and Development". The findings of this symposium will be published and widely circulated. With a view to adapting general and technical education to present-day requirements, especially in rural areas, student-teachers will for the first time have to spend a probationary period in rural schools. For public information purposes, provision has been made for radio broadcasts, articles to appear in the national information bulletin and in the journal published by the Ministry of Education and an IEY stand at the Vientiane annual Fair. A commemorative stamp may also be issued.

The proceedings will be made available to those who work in cross-cultural settings around the world.

Education surveys will be carried out to provide reliable statistics for educational planning and the Second National Development Plan.

The proposed evaluation of secondary schools to be undertaken within the framework of IEY will include: (a) a review of the programme of study; (b) preparation of teachers; (c) curricula offerings; (d) length of time spent in instruction, laboratory and practical work; (e) class size and pupil/teacher ratio; (f) records, facilities and equipment; (g) school plant; and (h) the general efficiency of the school.

Nicaragua

The country's official programme for International Education Year includes a series of important activities and decisions in the spheres of adult literacy, training of staff at secondary level, expansion of secondary education, modernization of teaching, educational research, teacher training and in-service training, and new teaching methods and techniques. In addition, special attention is being paid to education in rural districts and to extensive publicizing of the aims of International Education Year. The programme is being carried out by the Ministry of Education with the advice of a Special Committee and in close contact with the National Commission for Unesco.

Nigeria

A small committee has been set up to give the widest possible publicity to the principles and objectives of International Education Year. It will also draw up a specific programme of activities, make suggestions to national services and organizations concerned, co-ordinate IEY activities throughout the country and submit a final report to the Unesco Secretariat. Nigeria intends to concentrate on the following IEY themes: the development of education, education for girls, the training of middle-level personnel for development, the transition from selection to guidance, rural education and pre-service and in-service training for teachers.

Liberia

The Republic of Liberia has drawn up a calendar of events for the IEY which include essay-writing contests; Education Week; issuance of legislations, executive orders, etc., regarding cultural, educational, science, library and scholarship policies; evaluation of secondary schools; education survey; curriculum reform; education conference; international symposium, etc.

The international symposium will seek to explore in depth the factors which facilitate foreign technical assistance in education as well as those which hamper effective action.

Saudi Arabia

The Kingdom of Saudi Arabia has published "A Brief Report on Adult Education and the Fight Against Illiteracy" in English and Arabic on the occasion of the International Education Year 1970.

Several new projects are also being started, including an experimental programme utilizing television for literacy training for which special teaching material is being prepared. The subject of adult education is also being introduced into the curricula of teacher-training colleges.

Senegal

The Government of Senegal has stated which aspects of education it intends to concentrate on during International Education Year. These include the adaptation of education to the needs of mankind today and maximum improvement of the effectiveness of the educational system in Senegal, chiefly through the use of the national languages for instruction. The continuation of functional literacy training and the improvement of foreign language teaching are also cited as priority objectives.

South Yemen

The Government of the People's Republic of South Yemen plans to reorganize the educational system. Illiteracy and youth education will receive special attention, the ultimate objective being education for every citizen of the Republic.

United States of America

A wide range of IEY activities suggested for the private sector by the United States Office of Education (USOE) and the United States National Commission for Unesco, are being implemented by a group of non-governmental organizations (NGOs). In the international field, the Agency for International Development (AID) and the Bureau of Educational and Cultural Affairs, U.S. Department of State, are to lend strong educational support to a large number of developing countries, in response to the IEY call for greater international educational co-operation.

Activities relating to IEY of the United States Office of Education, United States National Commission for Unesco, Agency for International Development, etc., are summarized below:

United States Office of Education

All activities within USOE relating to the IEY are being co-ordinated by the Office's Institute of International Studies. Since the primary responsibility for educational activities lies with local government, the USOE plans to give added stimulus to these activities at the Federal level by providing resources and professional leadership. For the purpose of the IEY, the USOE seeks to activate the whole American educational enterprise to adopt measures for observance of the Year by publicizing the IEY throughout the vast network of professional, civic and other non-governmental organizations. In this connexion, a major statement was issued on 6 October 1969 calling attention to the purposes of the IEY, which was given nation-wide dissemination in a news release. On 10 November, USOE invited representatives of 56 of the most influential civic and educational non-governmental agencies to discuss ways and means by which they could develop their individual and co-operative programmes for the observance of the Year. At this meeting areas requiring priority attention were identified. These included literacy programmes, overall improvement of education for the culturally and economically disadvantaged, education of the handicapped, vocational education and better use of research and development in education. It was revealed at the meeting that a number of NGOs were already deeply engaged in planning for new or on-going programmes in observance of the IEY.

The USOE will continue throughout 1970 to provide IEY information and guidance to the NGOs and to the general public.

National Commission for Unesco

The United States National Commission for Unesco has begun to work in close co-operation with non-governmental organizations for furthering the IEY objectives. Its membership is encouraged to give special attention during the Year to the following priorities: (a) extending educational opportunity; (b) improving education for citizenship in a global society; and (c) increasing international co-operation in education.

An IEY Steering Committee, representing the membership of the U.S. National Commission, is supervising a special IEY project, the purpose of which is to develop the Commission's agenda for the IEY and to work with NGOs in enlisting support for its implementation.

The Commission has prepared, in co-operation with the National Education Association of the United States and the United Nations Association of the United States, a handbook explaining the meaning of the IEY and detailing, for organization in the country, of courses of action which will contribute to the IEY goals. The handbook will be made available to NGOs in the United States. The handbook also lists NGOs, including the major ones, who have either responded affirmatively to the United Nations and Unesco call to action or are already sponsoring activities and programmes in observance of the IEY.

The National Education Association plans to give wide and continuing publicity to the IEY through its newspaper "NEA Reporter", and its official journal "Today's Education". The activities to be carried out by the NEA during the Year cover the entire spectrum of international educational co-operation. NEA will also organize six regional conferences and a national convention.

The Association for Supervision of Curriculum Development is preparing a World Education Conference entitled "The Minds of Men: Educating the Young People of the World". The American Association of Colleges for Teacher Education in co-operation with the Department of State is holding its first National Policy Conference for Leaders in Teacher Education.

AID

During the Year, the United States Agency for International Development will (a) take stock of its own situation; (b) call attention of their missions to IEY, urging them to work closely with the host countries at the planning level in the attainment of the IEY objectives; and (c) continue to extend appropriate assistance to educational projects in the emergent world. AID itself is to undertake an intensive review of its past programmes and objectives in order to identify problem areas and examine various means of overcoming them. In addition, AID will continue to engage in co-operative programmes of education with other nations during the Year and plans to support educational projects in about 40 of the developing countries.

Bureau of Educational and Cultural Affairs

During the IEY, the State Department's Bureau of Educational and Cultural Affairs expects to expand its programme of international exchange.

White House Conference on Children

United States activities in support of the Year will include the White House Conference on Children to be held in December.

Organizations of the United Nations System

UNITED NATIONS

In 1970, the over-all theme of the 8th annual Geneva Interne Programme conducted by the United Nations Office of Public Information will be "Education in a Developing Society". The programme will examine how far the world's educational systems and the United Nations family can meet the challenge of both increasing school and university populations and the progress of the developing areas.

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (IBRD)

The Bank announces that IDA has granted Sierra Leone a loan of $3 million to improve and expand secondary and technical education and primary school teacher training.

INTERNATIONAL LABOUR OFFICE (ILO)

In January last ILO sent a circular letter to all its Member States setting forth the nature and objectives of International Education Year. Annexed to this letter was ILO's selective programme for the Year and a list of activities which Member States might themselves carry out in the world of labour in collaboration with employers' and workers' organizations.

FOOD AND AGRICULTURE ORGANIZATION (FAO)

FAO Regional Office for Latin America

In addition to the study of aspects related to the training of the qualified middle-level personnel required by the countries of the region for developing their agricultural and stockbreeding programmes, the FAO Regional Office for Latin America will undertake the following activities as part of its programme for International Education Year:

1. Stimulate the interest of National Committees in the Freedom-from-Hunger Campaign and of the Committees of Young World Appeal in support of literacy and consumer education programmes.
2. Support the work of agricultural schools at secondary level, bearing in mind the need to readjust the content and aims of these schools' curricula.
3. Take advantage of the opportunities provided by various national and international events to draw attention to education and to

International Education Year, and more particularly to the subject of education in relation to rural development, as follows:

Eleventh Regional Conference of FAO to be held in Caracas, Venezuela, in October 1970, at which subjects for discussion will include relations between FAO and Unesco and the celebration of International Education Year.

Advisory meeting with delegations participating in the Eleventh Regional Conference in order to consider along what lines the Freedom-from-Hunger Campaign should proceed in Latin America.

FAO Conference on Agricultural Extension and Rural Youth to be held in Lima, Peru, in 1970.

Pilot Project concerning the use of television in rural training programmes in Chile, and on training and research in land reform.

Events in connexion with the conclusion of the international stage of the project of the Institute for Training and Research in Land Reform (ICIRA) in Chile, and launching of the Institute as a national body.

Training course for literacy teachers in rural districts of Bolivia, based on the experience gained from the ICIRA project.

Other events taking place during 1970 under FAO's programme of activities in the region.

WORLD HEALTH ORGANIZATION (WHO)

WHO plans to concentrate during IEY on the problem of the world shortage of trained personnel in the health field. It hopes to stimulate discussion and action on health-education problems both by governments and by non-governmental organizations such as the World Medical Association and the International Federation of Medical Student Associations. Also planned is a reassessment of inter-agency programmes such as the Unicef/WHO-assisted education and training programmes for the Joint Committee on Health Policy.

Pan-American Sanitary Bureau

This Bureau joining in the celebration of International Education Year, will co-operate with Member Governments in the development of the following projects:

Health teaching in schools and in teacher training;

Planning of sanitary education in schools;

Co-ordinated national programme of sanitary education, and

Series of health handbooks for teachers.

Non-Governmental International Organizations

INTERNATIONAL COUNCIL OF GRAPHIC DESIGN ASSOCIATIONS (ICOGRADA)

ICOGRADA is devoting its 4th biennial Congress to the theme of "The Visual Communicator in the Learning Industry", 17-21 August in Vienna. Educationally, technically and creatively the problem will be considered, for both developed and developing countries, of designing, teaching and learning programmes at all levels of education, and of matching the quality of the hardware with software of equal quality. There will be an exhibition of audio-visual and programmed learning systems.

INTERNATIONAL FEDERATION FOR PARENT EDUCATION

The Federation will organize in 1970: (a) a conference on "La responsabilité du père et de la mère dans le monde contemporain" in Caracas, Venezuela, 22-27 November; (b) meetings entitled "Dialogues entre jeunes et adultes", in the School for Parents, Milan, Italy; (c) courses of "Formation des éducateurs", in the United Kingdom, September.

INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN

The Federation will hold two further conferences in 1970: (a) European Regional Conference, Utrecht, Netherlands, 25-28 August on: "The rôle of communication in promoting understanding between European nations"; (b) Central American Conference (venue to be fixed) in November on: "Education as a basis of economic development in Central America".

INTERNATIONAL FEDERATION OF FREE TEACHERS' UNIONS

In a brief report this body indicates that its contribution will concern mainly the improvement of information, the defence and promotion of the status of teachers, progress of studies, relations with international institutions and co-operation with workers of all categories to make the world a better place to live in.

WORLD FEDERATION OF TEACHERS' UNIONS (FISE)

The Federation has published a book entitled "Une éducation pour notre temps. Problèmes et perspectives", reflecting the main objectives of the IEY such as democratization of secondary and higher education, educational technology, life-long education, etc.

INTERNATIONAL FEDERATION OF NEWSPAPER PUBLISHERS

The newspaper as a medium of education is the theme selected by the Federation for its XXIIIrd Congress, which will be held in Washington D. C., from 15 to 19 June 1970, during International Education Year.

News briefs

FRIENDS OF UNESCO CLUB

This club, in Barcelona (Spain) began its propaganda campaign for Unesco's International Education Year with a public lecture given by its Vice-President. It has also supplied all newspapers and radio and television stations in the Catalan area with written summaries, for their guidance, of the aims and objectives of IEY.

CONFEDERATION OF AMERICAN EDUCATORS

This Confederation, With its Headquarters in Mexico, has addressed itself to organizations of educators in America and to the teachers and peoples of the continent, suggesting the preparation of national plans for commemorating IEY, to include exhibitions, competitions, publications, etc., on the development of education in each country and the educational needs common to them all.

MEXICO

International Education Year opened in Mexico on 14 January 1970 with a speech by the Secretary for Education. In the course of it he declared that: "Mexico agrees with the proposed plans for celebrating International Education Year and supports the aims formulated by the Director-General of Unesco".

SPAIN

On 16 January 1970, the Minister of Education and Science delivered a speech on Spanish Television to mark Spain's support of International Education Year. Among other things, the Minister said that, for Spaniards, the proclamation of 1970 as International Education Year "has a special meaning and value, since it coincides with a Spanish education year".

POSTER ON NEEDS OF DEVELOPING COUNTRIES

The Canadian Council for International Co-operation whose main concern is educating and informing the Canadian public of the needs of developing countries, has produced a special poster for the use of any concerned individual or agency.

"STUDY ABROAD"

The latest edition of Unesco's "Study Abroad" the publication of which coincides with IEY, has been enlarged and modified in order to contribute to the Year.

UNESCO/UNDP-ASSISTED TEACHER TRAINING COLLEGES

Unesco/UNDP-Assisted Teacher Training Colleges of Education in Africa and Asia, and Latin America, are actively participating in IEY by organizing special courses, symposia, in-service training, exhibitions, debates, etc.

A READING AND EDUCATION FORTNIGHT

A Reading and Education Fortnight was organized by the Municipality of Drancy (France) in April with the co-operation of the schools, the National Teachers' Union (Syndicat National des Instituteurs), the municipal libraries, the Young People's Cultural Centre (Maison des Jeunes et de la Culture), the local academy of music, dancing and dramatic art and local bookshops.

WORLD ORGANIZATION OF YOUNG ESPERANTISTS (TEJO)

The World Organization of Young Esperantists will hold its 26th Congress at Graz, Austria, in August 1970, the subject for discussion being "Youth and the School".

INTERNATIONAL CATHOLIC CO-ORDINATING CENTRE (for Unesco)

The following information has been supplied by the International Catholic Co-ordinating Centre:

A five-day international seminar on the education of children for peace will be held in Paris in December 1970 by the International Catholic Child Bureau in liaison with other appropriate Catholic organizations, in particular, the International Conference of Catholic Charities and the International Catholic Girls' Society.

The Latin American Secretariat of the International Catholic Film Office is contemplating the launching of a campaign on behalf of popular culture with the support of the audio-visual media.

The Fifth Regional Conference of the countries of the Near and Middle East of the Catholic International Education Office, to be held in Rome in July 1970, will bear on "Catholic education and the development of the countries in this region".

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

Articles and information material from the IEY Bulletin may be reprinted freely by newspapers, journals, radio, television and other media. It will be appreciated, however, if cuttings or copies of publications in which material appears are sent to the IEY Special Unit, Unesco, Place de Fontenoy, 75 Paris 7e, France.

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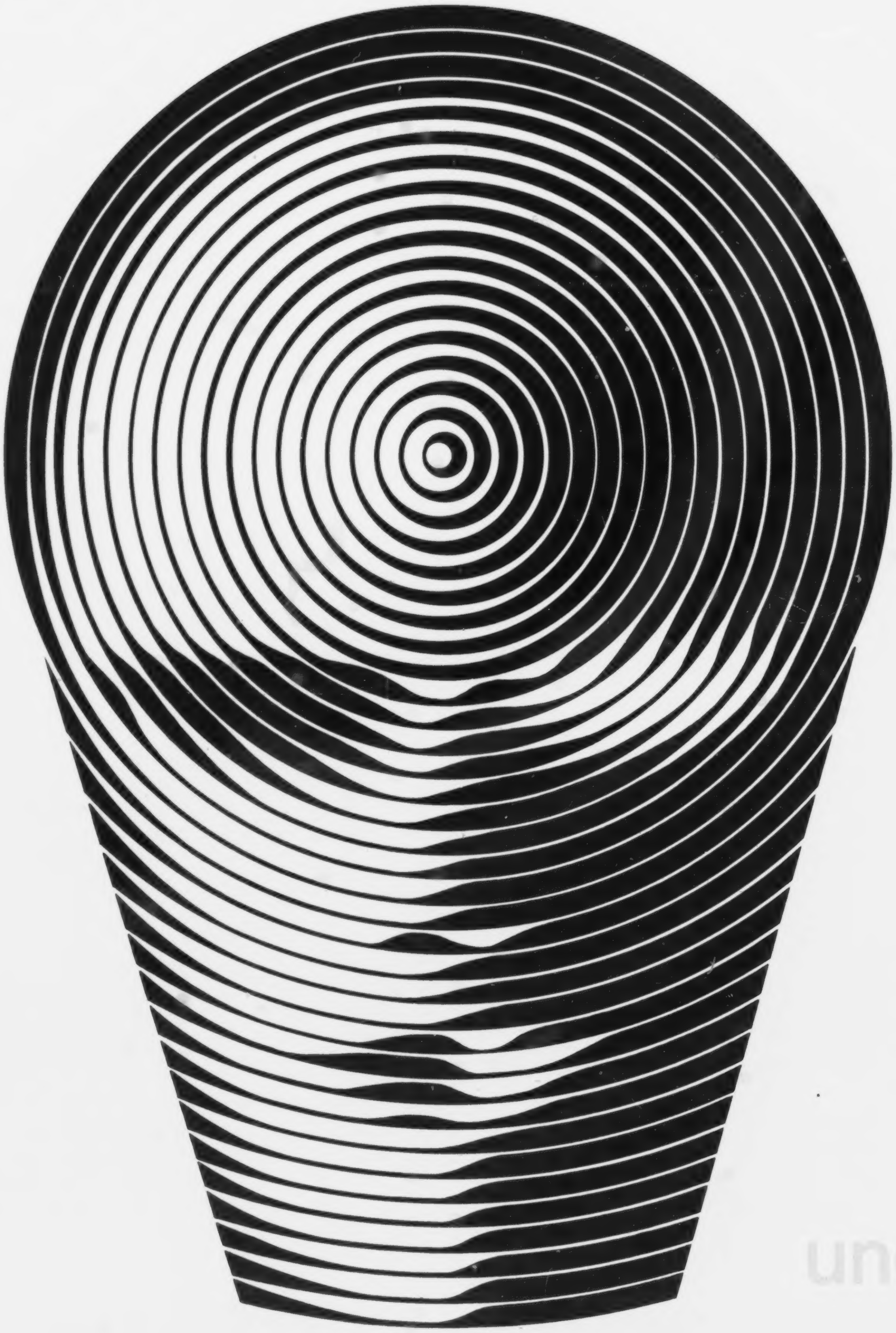

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The Member States Communicate

Barbados

The official programme of Barbados for IEY includes, among other activities, the introduction of TV for instructional purposes in the school system on a pilot-project basis, the award of special scholarships for national development, the expansion of the adult education programme, the introduction of a new Education Bill into the Legislature, the establishment of a National Commission for Unesco, and the hosting of a conference of Education Ministers of the region.

Chile

Chile's official programme for IEY includes, among other activities, seminars (on Special Education, University Students and Politics, Chilean Women in a Changing World), the issue of a postage stamp, the publication of a special number of the Education Review (Revista de Educación) and a regular programme of Adult Education broadcasts by television and radio.

Democratic Republic of the Congo

In his introductory address at a symposium on educational planning held in Kinshasa last January, the Minister of National Education said that his principal concern was "to avoid everything that isolates and separates, so as to gather from the vital forces of the entire Nation the sound fruits of experience and the essential elements which will enable us to appreciate more accurately the internal state of our educational system, bearing in mind the real needs of a changing Congolese society". He added: "We must have no more of an educational system that advances blindly, impelled by an uncontrollable and anarchic driving force... If the shortage is to be overcome, we must have more material means, more human resources, premises and equipment, more and better teaching aids. But for that, money alone is not enough. The key to the problem lies in the rational use of available means; and so we must have ideas and courage, resolution, and a spirit of self-criticism which can bring about change and introduce innovation". After analysing the educational situation in his country, the Minister concluded: "Education must at all costs be prepared to adapt itself to the clearly defined needs of a society in full process of expansion. Additional means are not enough, there must be a rational exploitation of our potentialities. Finally, mention should be made of the importance of considering the educational system as a whole, at all levels, in the light of a single goal more clearly defined in accordance with the needs of society and conceived in the same progressive spirit from the base to the summit, from primary to higher education. In this way, those who have to take action in the immediate future will find their road marked out with unmistakable and sure signposts. The time for adventuring is over, national education must from now on be run as a modern enterprise".

France

"La Documentation française" publishes articles on IEY in "Notes et Etudes documentaires" and "Les Cahiers français".

The Study Association for the Expansion of Scientific Research (Association d'étude pour l'expansion de la recherche scientifique) is organizing a meeting on "The training and further training of teachers" and one-day discussions on the topic of "Active life and university education". These activities should culminate in 1971 in a national symposium on life-long education.

Ghana

IEY was inaugurated by a week of activities (20-25 February) which included: a special message on radio and TV by the Minister of Education, a route march by youth organizations, a special message from the Chairman of the IEY Committee, a reading of the IEY message in schools and colleges, and a symposium on "Community Participation in Education". Ghana proposes to formulate a long-term educational programme during the

Year, and to place emphasis on functional literacy. During the Year, several activities will be carried out in educational institutions.

Malaysia

Activities in Malaysia for IEY include: seminars on textbooks and on educational planning, the latter being of special importance for furthering the qualitative improvements of the country's educational system; radio and TV forum on parents' responsibilities, education and employment, higher education and human resources and teacher training; exhibitions of arts and crafts, children's art on the theme "international understanding" and a national science exhibition; essay and poster competitions; and a music festival.

Malta

Extensive plans to provide secondary education for all are being implemented by the education authorities within the framework of IEY. To meet the demand for secondary school teachers, in-service training courses and vacation courses have been planned. Textbooks and new syllabi will be provided and primary school teachers will be trained for the new approach to mathematics. In 1970 for the first time a new system of objective testing will be introduced in order to grade children proceeding to secondary schools. It is hoped that by October 1970 all children over 10 years 9 months will be able to receive a secondary education.

Peru

A course on Educational Guidance and another on Social Sciences were held in Lima, the first from 21 January to 14 February and the second from 28 January to 20 February 1970. The courses, which are part of the Peruvian Government's IEY programme, were attended by 53 and 19 teachers respectively from all parts of the country. Unesco contributed technical and financial aid to the courses.

Poland

A national committee for International Education Year, formed by the Prime Minister and chaired by the Minister of Education, has drawn up a full programme including several conferences, seminars and publications. Of particular note are: regional symposium on "The Educational Functions of the Family in the Modern World", Warsaw, 23-27 November 1970; international seminar on "Youth in the Co-Operative Movement", Warsaw, 18-30 May 1970; international seminar on "Teacher-Training in Physical Culture", Warsaw, September 1970. Twelve national conferences, seminars and meetings will also be held during 1970, including: conference on development of rural education, pedagogical conference to mark the 100th anniversary of Lenin's birth, seminar on life-long education, conference on the commemoration of the 300th anniversary of Comenius' death. Polish scientists in education will continue their research work during IEY, particularly in regard to problems such as improvement of the educational systems, education of youth, life-long education, and co-operation between school and family. A book entitled "Education in Poland" has already been published in English, French and Russian and many national magazines and newspapers have published articles and information on the Year. IEY has been highlighted in special radio and television broadcasts. In addition, the Government will send 1,000,000 textbooks to Viet-Namese children.

Organizations of the United Nations System

A FAO/UNESCO/ILO JOINT VENTURE : THE WORLD CONFERENCE ON AGRICULTURAL EDUCATION AND TRAINING

This Conference - one of the principal events of the IEY - is being held in Copenhagen from 28 July to 8 August 1970. In addition to offering host facilities, the Danish Government is also making a major contribution towards the expenses involved. Although regional seminars have been held in the past in Africa (1963-1965), the Near

East (1962), the Far East (1965) and Latin America (1958-1962-1966), this is the first time that a World Conference on this topic has been organized.

In so broad a field, it has been felt necessary to limit the subject matter to selected issues considered to be of fundamental importance if agricultural education and training are to meet the unique development requirements of the forthcoming decade and thereafter. The Conference will therefore focus its attention upon three main issues: Appraisal involving the study and critical assessment of agricultural education and training in different regions of the world in relation to their economic and social situation and the needs of agricultural development. Examination of problems which prevent improvement to present systems of agricultural education and training, including a critical examination of both the quantitative and qualitative aspects. Identification of principles upon which effective action can be based in the future. Particular stress will be placed on providing a clear and satisfactory basis for future work both at the national and international levels.

In addition, a series of plenary papers will concentrate on two main topics: the planning and organization of agricultural education for agricultural development; and the evolution of a new strategy for the investment of external aid for agricultural education in the developing countries. The work of the conference is being strongly oriented towards the situation and needs of the developing countries.

In conformity with the decision to limit the subject matter, the documentation of the conference has been similarly restricted to the essential minimum. As it would not be possible to deal with detailed reports from over a hundred countries, some nine regional papers have been prepared dealing with the situation, problems and trends in agricultural education and training in nine major regions of the world. There will also be seven plenary lectures given by distinguished speakers within the framework of the latter two topics set out in the previous paragraph. The working languages of the conference will be English, French, Russian and Spanish. Between 300 and 350 participants from all parts of the world are likely to attend.

Three working commissions will examine the three main levels of agricultural education and training: Higher Agricultural Education (Commission I); Intermediate Agricultural Education and Training (Commission II); Vocational Training for Farming and Related Occupations (Commission III).

A comprehensive report will be produced after the conference with an analysis of the main issues involved. It is to be hoped that the Conference itself will stimulate really new thinking upon many fundamental issues and that from its findings and recommendations a dynamic and thoroughly practical plan of action for the Second United Nations Development Decade may be evolved.

UNITED NATIONS CHILDREN'S FUND (UNICEF)

In addition to the project for science education in Peru, Unicef intends to highlight during the IEY, four more projects chosen for their innovative character in the field of rural education, education of girls and education for international understanding. The countries concerned are Algeria, Ivory Coast, Tanzania and Thailand.

In the field of public information, Unicef has published a special issue of its bimonthly magazine "Unicef News" in March, devoted to IEY.

INTERNATIONAL ATOMIC ENERGY AGENCY (IAEA)

As a contribution to IEY, the IAEA Headquarters in Vienna has decided to organize a school programme under which senior high-school students from Vienna and some of their teachers regularly visit the premises of the Agency in order to get on-the-spot information from nuclear scientists. The lectures include various topics related to the structure and foundations of the Agency, its relationship with the United Nations, nuclear law, dosimetry, nuclear medicine, use of radio-isotopes, technical assistance, safeguards in a nuclear plant. Lectures are followed by discussions and film-screening. The IAEA school programme is supported by Austria's Ministry of Education.

IAEA is also sponsoring a project aimed at encouraging elementary and junior high-school students from New York City to get a better understanding of the work of the United Nations system. Approximately

185,000 public school students are involved in this project organized by the Afro-American Arts Cultural Centre, Inc. of New York.

UNITED NATIONS RELIEF AND WORKS AGENCY FOR PALESTINE REFUGEES IN THE NEAR EAST (UNRWA)

Among other projects which UNRWA is planning during IEY, a special issue of the UNRWA Newsletter will be devoted to education; later a more elaborate publication will cover the Agency's entire education and training programme for young Arab refugees. Under the technical supervision of Unesco, UNRWA runs over 450 schools for refugee children in Lebanon, Syrian Arab Republic, East Jordan and the West Bank and Gaza Strip occupied areas, together with a number of teacher and vocational training centres for men and women. One of the Agency's main IEY projects, now in preparation, will be an ILO/UNRWA/Unesco study of possible vocational training expansion - particularly for school drop-outs, who are not catered for by the existing system. An ILO expert has been working in this project in Beirut, and a report can shortly be expected.

Non-Governmental Organizations

ASSOCIATED COUNTRY WOMEN OF THE WORLD AND THE INTERNATIONAL ALLIANCE OF WOMEN (ACWW/IAW)

As a contribution to IEY and the Second Development Decade, these two organizations, with Unesco assistance, will hold a joint seminar in Calcutta in December 1970 on the "Role of Women's Voluntary Organizations in National Development". Of special interest will be the session on "Literacy as the Foundation of Development". Under this heading participants will present working papers on the use of functional literacy, reading material for new literates and visual aids. This seminar is intended as a follow-up and an extension of the successful Unesco sponsored ACWW/IAW joint literacy seminar held in Karachi in 1968.

INTERNATIONAL ASSOCIATION OF UNIVERSITIES (IAU)

This organization has published a book on International University Co-operation which is intended to serve as one of the working documents at its general conference to be held from 29 August to 5 September 1970, in Montreal, Canada.

WORLD UNION OF CATHOLIC WOMEN'S ORGANIZATIONS (WUCWO)

For the first time since its foundation, the World Union proposes to establish a long-term overall education plan within the framework of IEY, based on the curricula which the Member Organizations have been implementing for several years in the various countries and regions of the world. The WUCWO members in French-speaking Africa have set up an inter-regional committee which is studying how to launch a regional plan for the basic training of women assistant teachers. Latin America has for some years past been organizing short courses in social and cultural education at three levels: leadership training, training of middle-grade personnel, basic training. In Asia, the Indian organizations have launched a series of pilot projects for the education of peasant women ranging from literacy via family and domestic training to rural industries. A combined plan to embrace all the situations found and give them a world dimension, with due respect for individual independence and diversity, will be studied at the international symposium on the Education of Women which WUCWO, with Unesco's assistance, proposes to hold in Torhout (Belgium) in October 1970. At a meeting subsequent to the international symposium, WUCWO's Council will discuss the combined plan and submit it to its members for approval.

UNIVERSALA ESPERANTO ASOCIO

The 55th World Esperanto Congress to be held in Vienna from 1 to 8 August 1970, under the patronage of the President of the Republic of Austria, will wholly dedicate one of its two general meetings to IEY and will discuss "The International Language as a Means for Education to International Understanding and a World Concept". Three of the four themes of the public-speaking competition for youth will relate to the Year.

They are: Is there antagonism between school and out-of-school education? Authoritarianism, democracy or anarchy in the schools? Do schools educate youth for the future? There will be a public debate on the subject "Conflict of Generations: An Excuse or a Reality?".

Youth Activities

WORLD YOUTH ASSEMBLY

The World Youth Assembly, the first to be convened by the United Nations, will be opened on 9 July by the Secretary-General, U Thant. About 700 young people, selected by United Nations Member States and international youth and student organizations, will express their opinions on the central issues confronting the world: education, world peace, development, and man and his environment.

For the following ten days participants, who should be not more than 25 years old, will work in plenary and commission sessions, speaking as individuals, rather than as delegates of their government or organization. All participants will enjoy equal rights.

INTERNATIONAL FORUM

An International Forum for students will be held in the latter half of December 1970 at Unesco House to discuss "The University and the Social System". Approximately 25 participants from various geographical areas and different ideological backgrounds will be represented. The Forum is open to all the various trends in thought presently in evidence in students' movements. It will strive to aid the different world-wide student movements to establish closer relations, to become aware of their diverse approaches as of their points in common, and to clarify their objects and programmes regarding their positions on the rôle of the university.

The Forum was proposed by Unesco at an international Consultation on higher education held in November 1969. The objectives and general operation of the Forum were approved and a Rotating Committee for its organization was selected.

STUDY ON YOUTH RIGHTS AND RESPONSIBILITIES

A study has been undertaken by Unesco in collaboration with the World Assembly of Youth and the World Federation of Democratic Youth to analyse present activities and to help define future programmes in regard to the problems, needs and aspirations of youth. The World Assembly of Youth is carrying out surveys in Belgium, Costa Rica, Ghana, India, Ivory Coast, Jamaica, Norway, U.S.A. and Yugoslavia and the World Federation of Democratic Youth in Algeria, Colombia, Hungary, UAR and USSR. Moreover, a joint survey will be carried out by the two organizations in Chile, Finland and Italy. Member States have been requested to submit legislative texts in this connexion, and the views of young people, youth organizations and research centres will also be solicited. The results of the study will be published in 1971.

REGIONAL SEMINAR FOR LEADERS OF YOUTH SCIENCE ACTIVITIES

A regional seminar for leaders of youth science activities in Asia will be organized by Unesco in 1970, in collaboration with the Government of India and the International Co-ordinating Committee for the Presentation of Science and the Development of Out-of-School Scientific Activities (ICC). The aim of this seminar is to discuss ways of helping young people to understand modern civilization and the world of technological change around them through knowledge of science and thus increase their possibilities of contributing to development. Recommendations will be made on the basis of these discussions and exchanges of experience.

STUDY ON YOUTH PARTICIPATION IN INSTITUTION MANAGEMENT

At the request of the International Federation for Parent Education, and with Unesco

TO OUR READERS....

The following are now available:

IEY Special wall chart in colour, in French, English, Spanish, Russian and Arabic, directly from the Unesco National Commission in your country.

Poster of IEY emblem 76cm. x 51cm. *directly* from the International Association of Art, 1, rue Miollis, Paris 15^{e} (by 2nd class airmail for US $1).

assistance, a study will be undertaken from June to December 1970 by the Institute of Psychology of the University of Chile, in order to examine the various forms of youth participation in the running of institutions. Young people of different backgrounds and trends as well as professors at the University of Chile will be associated with the study which will be based on surveys and meetings between young people and adults. The aim is to reach better understanding of youth aspirations and demands in the field of education, to establish a better relationship between youth and adults and to include new forms of youth participation in the University.

United Kingdom's Open University*

Using the best available combination of written, oral and visual materials to ensure a direct, continuing contact between teacher and student, the Open University in the United Kingdom is an ambitious attempt to reach the largest number of persons during the hours and in the places where employed adults can carry on their education.

While enrolment will take place during the IEY, the courses will begin in January next year. The first year of courses will bring 40 weeks of instruction via the British Broadcasting Network in radio and television, along with "tailor-made" correspondence materials and regular meetings in various regional centres. Here, in this elaborate "systems approach" to higher adult education, there will be open access to university teaching and diplomas for sections of the working population to whom higher studies were unavailable for reasons which often had little to do with personal or academic aptitudes.

During the first year, four "Foundation Courses" will be offered: Arts (a general Humanities course), Mathematics, Science and Social Sciences. For each course, students receive about 10 correspondence packages during the ten-month period. Each package contains study notes, one or more written assignments to be returned to a tutor assigned to each participant for comment; exercises to help test one's understanding of the course; problem sheets; notes for further reading and, in some cases, more elaborate aids such as slides, tapes and experimental kits. Students may choose to follow any one or two of these foundation courses per year, but no more than two. Upon successful completion of each course, depending as much on the continuous assessment of the tutor and a two-week summer session as the final examination, the student receives one "credit". Having accumulated six such "credits", the student is awarded a Bachelor of Arts degree from the University. Thus, a minimum of 3 years is necessary for the degree.

Administration is co-ordinated by a series of regional offices, and contact between students themselves by a regional study centre, where general television, radio and discussion facilities are available. When possible, university facilities in various regions of the country will serve as study centres, so as to better integrate the entire higher educational complex, rather than create a wholly different university system.

A series of second-level courses is planned for 1972, to give a wider spectrum of choice and the possibility of an honours degree (for which 8 credits are required at both levels). The arts curriculum will be enlarged to include "period" studies in various centuries; the science curriculum will offer both basic sciences and interdisciplinary fields (biochemistry, geobiology, geophysics); the social studies will centre on organizational issues and urban development. In addition, programmes in educational studies (learning and development, administration, social relationships), technology (materials science, engineering mechanics, electronics design and communications) and special "interline" courses in design and (in 1973) history of scientific thought. From 1973 onwards, third and fourth level courses will be added, which, while offering more specialized concentration, are more centred around problems, themes, individuals and interdisciplinary fields than strict subject matter fields. At these higher levels, it is hoped to have a gamut of faculties (arts, educational sciences, mathematics, etc.), each with a wide selection of course offerings.

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* The information given hereunder follows the announcement made in the March issue of the Bulletin.

While it is still difficult to judge the extent of participation, the university officials have been taken by surprise by the numbers of interested applicants. The first year may attract 30,000-40,000 students, many of whom are likely to be school-teachers.

News Around the World

ASIAN INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION (NEW DELHI)

The Institute will organize a meeting of experts on life-long integrated education from 10 to 18 August.

IN BELGIUM...

In March 1970, the Pedagogical Office of the National Secretariat for Catholic Education published a booklet entitled "L'Education à la compréhension internationale" (Education for International Understanding), regarded as a starting point for the inclusion of more matters of international interest in curricula and in general education.

UNESCO REGIONAL OFFICE FOR EDUCATION (BANGKOK)

In acknowledgement of IEY, the March number of the Bangkok Office's Bulletin deals with the "Reform and Reorganization of Education in Asia" and contains articles in which distinguished educators and specialists express their views on the evolution or reform of education in their respective countries. A study, serving as an introduction, analyses some of the factors which are transforming education, gives a brief account of what has been done to date and describes the main trends in Asian educational systems today.

A FUND RAISING CAMPAIGN IN CANADA

As a contribution to IEY, Ontario's Minister of Education announced that the Minister's Advisory Committee on Educational Assistance will undertake a campaign to raise $150,000 to build and equip a trade and vocational school on the Caribbean Island of St. Vincent. The Committee has urged that the Province's 2,000,000 students adopt the programme as their contribution to IEY, by raising funds through their many student activities.

IEY CALENDAR FOR JULY 1970

CONFERENCES

International Conference on Public Education (XXXII^{e} session), Unesco International Bureau of Education, Geneva, Switzerland, 1-9 July.

The administration and planning of audio-visual services, International Council for Education Media, London, U.K., 7-23 July.

Primary stages of education, World Education Fellowship and Montessori Society, London, U.K. 24-26 July.

Education for International Understanding, Universala Esperanto Socio, Maribor, Yugoslavia, 28-31 July.

FAO/UNESCO/ILO World Conference on Agricultural Education and Training, Copenhagen, Denmark, 28 July - 8 August.

CONGRESSES

The social rôle of educators of maladjusted children, International Association of Workers for Maladjusted Children, Paris, France, 6-10 July.

Secular education, International League for Child and Adult Education, Dakar, Senegal, 7-25 July.

SYMPOSIA AND STUDY DAYS

Participation, pedagogical renewal and the all-round education of man, Central House of the Sisters of Charity of St. Vincent de Paul, Rome, Italy, 1-12 July.

World-wide view of music education and Research in music education, International Society for Music Education, Stockholm, Sweden, 2-6 July.

Social and educational centres, Youth clubs, Running an Association, Education in nutrition and health, Self expression, International League for Child and Adult Education, Dakar, Senegal, 15-25 July.

Education and the political process, 24th Summer School of WFNUA and ISMUN, Geneva, 5-18 July.

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

Articles and information material from the IEY Bulletin may be reprinted freely by newspapers, journals, radio, television and other media. It will be appreciated, however, if cuttings or copies of publications in which material appears are sent to the IEY Special Unit, Unesco, Place de Fontenoy, 75 Paris 7e, France.

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Programmes of Member States

Argentina

The programme activities of the Students' Cultural, Educational, Scientific and Communication Organization on the occasion of IEY include:

(a) A cinematographic series comprising 44 educational film shows.

(b) A series of large-scale conferences on educational questions.

(c) A series of discussion-talks on IEY and its world-wide repercussions.

(d) Short courses for teachers on "Education for international understanding and peace".

(e) Round tables on "Argentina's new education policy".

(f) A programme to inform the public by radio broadcasts, published articles, exhibitions of illustrations on educational themes, issue of a special bulletin for IEY and dissemination of Unesco publications.

The Government of Santa Fe province has prepared the following commemorative programme for IEY: Education and Culture: modification of the educational structure and of further education for teachers. Introduction of the lower secondary cycle, system of study by specialized areas, conversion of primary schools into schools for young people and adults, school sectors, amendment of the promotion system, Education Days, change of the structure of school and staff supervision for the lower secondary cycle. Greater stress on technical education and teaching with a regional angle: restructuring of the Gallareta agronomic technical school, qualifying accountancy courses applied to agricultural activities, television and radio schools, courses for instructors in various trades and technical education in forestry. Financial support and incentives to scientific and technical research and to cultural expression, provision of the scholastic infrastructure.

Chile

As the first part of the Seminar on Special Education a "Diagnostics Day for Special Education Schools" was held at national level.

Colombia

In Colombia's official programme for IEY, consideration is being given, among other activities, to intensifying literacy campaigns for adults, education for international understanding, the introduction of a new Teachers' Statute, the issue of a National Commission Bulletin specially dedicated to IEY, the decoration of persons who have rendered conspicuous services to Colombian education and the implementation of the Five-Year Education Plan for Adults.

Czechoslovakia

In Czechoslovakia three outstanding anniversaries will be celebrated within the framework of IEY: the 25th anniversary of the liberation of Czechoslovakia, the 100th anniversary of Lenin's birth and the 300th anniversary of Comenius' death. The entire educational community in Czech and Slovak schools, educational, scientific and research institutions and civic organizations will be celebrating these anniversaries through commemorative events, the co-ordination of which is being ensured by governmental committees and commissions established for the purpose. Additional activities include a project for a new education programme, experimental programme for training kindergarten school teachers at university level, reform of elementary school teaching, special school teaching, etc. The programme for IEY also includes two national conferences, one on educational planning and the Czechoslovak Educational System and one on new methods and techniques; an international meeting on educational and professional orientation; and three seminars on educational systems in the world and in Czechoslovakia, educational psychology and teacher training, and adult education. The Czechoslovak radio is organizing a competition for the best programmes for schools under the title "Training by Play". The World Exhibition of Coloured Slides "Orbis Pictus" will be presented by the Moravian Technical Museum and the Workers' Museum at Brno.

Ecuador

The Subregional Conference of the Bolivar National Commissions was held in Quito from 13 to 16 July 1970. The first item of the agenda for that meeting was also devoted to IEY.

Ethiopia

Ethiopia has established an IEY Committee under the chairmanship of H.E. Ato Million Nequinik, Vice-Minister of Education and Fine Arts. An IEY postage stamp will be issued and a series of articles have appeared in the National Commission's Bulletin and local papers. A National Commission for Education was recently created for the purpose of assessing the whole educational spectrum within Ethiopia.

Finland

The Year was inaugurated on 5 February 1970 by the Minister of Education, Dr. Johannes Virolainen, who appealed in his speech to educators, professors, students, adult and youth organizations, to work together under the national theme of the year "Grow up to Humanity". A number of activities, planned or already carried out, have already been reported in the Bulletin (cf. IEY Bulletin No.4). Since the last report the Education Section of the Finnish National Commission, responsible for coordinating IEY activities, has contacted some two hundred adult and youth organizations to determine what activities they are undertaking to promote the Year. Fifty have replied and twenty have prepared a special programme for which the Section has been asked to send material and lecturers. Among topics to be discussed are primary school reform, reform of teacher training, international music education, audio-visual aids for teachers and life-long education. The mass media, especially radio and television, will broadcast several programmes on educational problems during the Year. A special radio serial will be sent out in October and there will be shorter programmes on the activities of the United Nations and Unesco.

Federal Republic of Germany

Chancellor Willy Brandt, who is sponsoring the programme of activities tha the Federal Republic of Germany will undertake on the occasion of International Education Year, presided over the constitutive meeting of the Action Committee for IEY in Bonn on 10 March 1970. In his address of welcome, after enumerating the steps which the Federal Government intended to take to improve the educational system, the Chancellor said: "These measures should also favour the democratization of education and equal chances of promotion. Finally, as a result of the greater stress laid on adult education they should create a taste for life-long and continuing education among the population as a whole and help to satisfy that aspiration. We all know, however, that instruction or education is not acquired solely at school, at university or in business life, but that an important rôle in this respect falls to out-of-school activities with young people". Regarding International Education Year he said: "The Federal Government has decided to give more importance to education, during the Second Decade, in its development aid policy and to draw up a long-term programme for that purpose".

Ghana

Between 21 and 28 February, Ghana celebrated National Education Week which was inaugurated by H.E. Mr. William Ofori-Atta, Minister of Education. The Minister, in his address, set forth the background and goals of the IEY, referring particularly to the crisis in education in his country arising from the rapidly rising population and the consequent pressure on a school system struggling to meet the demand both in terms of space in the system and in terms of relevant training for the economy's manpower needs. He drew attention to the need for more informed and detailed planning of scarce resources to correct the serious imbalances in the system. The Ghana Education Week celebrations included a discussion on the IEY's central themes and parades of schools and youth organizations. Heads of schools, teacher-training colleges and universities were called upon to organize their

Opening and Speech Days for the rest of the year around the objectives of the IEY.

India

Seminars such as the one sponsored by the National Commission on "Educational Prospects for the Seventies" will be organized to review the position of education in India. Pre-school education will be particularly stressed and activities in this connexion will be linked to the centenary of Maria Montessori. Priority will be given to the extension of primary school education with special reference to the education of girls, and to children of the scheduled castes. At secondary level, an intensive effort will be made to introduce vocational components into the school curriculum and several pilot projects and experiments to this end are planned for this year. Upgrading teachers, new methods and techniques, and improved technical education will also be emphasized. Finally, a National Board on Adult Education has been established to promote adult education programmes.

New Zealand

New Zealand's Director-General of Education and National Commission Chairman, Dr. K.J. Sheen, sent a message to all teachers underscoring the urgency of the problems of education in the developing countries. Noting that one clear need - essential teaching tools, books, equipment, etc. - could be met by the Unesco Gift Coupon Scheme, he stated that the Government had selected two projects, both working with handicapped children, one each in Thailand and Malaysia, and urged teachers to commend them to their pupils as a practical way of expressing their commitment to the goals of IEY and of development.

Nicaragua

The Subregional Information Seminar on Unesco for lecturers and journalists from Central American countries was held in Managua from 29 June to 2 July. The Seminar also contributed to the work of IEY and enabled the six committees concerned to extend and improve their information service and relations with the public.

Niger

Niger's activities in respect of IEY include more particularly: a series of radio-televised interviews and talks in which senior National Education officials will take part; a symposium for primary inspectors at Zinder; a discussion-lecture on education organized in connexion with Radio-University Clubs; cultural evenings; the issue of a commemorative stamp; a study day organized by the National Union of Teachers in Niger.

Mexico

We have received from the Mexican Secretariat of Education programmes of the broadcast concerts which, dedicated to France, Italy and the United Kingdom, have been given as part of the entertainments in connexion with IEY. We have also received a copy of the review "Atlatl" from the General Directorate of Primary Education and Indigenous Education Boarding Schools, which is dedicated to IEY and bears on its cover the now familiar symbol designed by Vasarely.

Pakistan

In response to the need for a suitable publication which could provide a forum for discussion on contemporary educational issues and problems in Pakistan, the Central Bureau of Education and the Pakistan National Commission for Unesco have jointly published the first issue of the quarterly entitled Pakistan Education Review on the occasion of the IEY.

Panama

IEY activities can be catalogued under the following headings: Information Campaign: dissertations, issue of a postage stamp, etc.; Competitions: literary, of works by national authors, etc.; Meetings: international and national; Projects: establishment of institutes and schools; review of educational aims and of plans and programmes, etc.

Paraguay

The Subregional Meeting of the National Commissions of the "South Cone" took place in Asuncion from 6 to 9 July 1970. The first item on the agenda of this meeting was devoted entirely to IEY. Since the Subregional Meeting, a Paraguayan national seminar has been held for leaders of future associated schools for international understanding.

Philippines

A Committee for IEY was created to draw up an appropriate programme. The Department of Education subsequently issued a memorandum urging all schools, educational agencies, and educational organizations to give the widest possible publicity to the objectives and purposes of the IEY themes. The use of the IEY symbol in all educational publications has been ordered. In addition, two major national educational surveys are being conducted: one to assess the educational system in order to meet the challenge of development and modernization in the 70's, and the other to study higher education and its relevance to national needs. Under the direction of a special body this study involves all public and private educational institutions operating programmes beyond second levels. The Department of Education has further announced certain activities on the national level as follows:

1. National Seminar on the Qualities of a Teacher to discuss requirements for admission to teacher-training institutions, for certification and registration, for continuing employment and further education and for promotion and special recognition.

2. National Seminar on Life-long Education, to involve school superintendents, supervisors of social studies, and other top school officials, on the theme Social Studies and Life-long Education.

3. National song-writing contest on the theme of international co-operation and peace.

4. National Seminar on New Directions in Education sponsored jointly by the Phi Delta Kappa chapter, Philippines, and the Philippine Association for Graduate Education (PAGE) to discuss Philosophy and Goals of Education in the Philippines; Curricular Content; and Teacher Development.

5. National awards, to be given to educators and teachers, in recognition of their distinguished service to education or significant rôle in the advancement of education in the country. The national awards ceremony is scheduled for December this year.

Schools and field divisions have been asked to submit reports of activities carried on, on the local level, in observance of IEY.

Romania

As educational symposium will be organized by the Olympic Circle of the Lycée "N. Balcescu" in Bucharest on the following subjects: education and the school; education and the family; education and women; education and the press, television and the cinema; education and sport; life-long integrated education; education and youth. A special exhibition will be organized in connexion with this symposium.

Sierra Leone

Sierra Leone's programme for the IEY, launched in February this year, includes various activities to promote the goals of the IEY to be carried out by secondary schools and teacher-training colleges. Examples are the visual-aids competition to be undertaken by the Milton Margai Teachers' College and the Women Teachers' College at Port Loko; education for handicapped children; out-of-school education for youth; and adult education programmes like the seminar on the national economic development plan and functional literacy, which will be conducted under the auspices of the Department of Extra-Mural Studies, Fourah Bay College, University of Sierra Leone.

Tanzania

On the occasion of the World Meteorological Day, whose theme for this year was Meteorological Education, guided visits to the National Weather Forecast Regional Office were arranged for children as well as a series of lectures in Dar Es Salaam and a journey to Mount Kilimanjaro.

Thailand

The Ministry of Education of Thailand, on the occasion of the International Education

Year, has published a book entitled A Philosophy of Education for Thailand: The Confluence of Buddhism and Democracy.

Upper Volta

The programme for Upper Volta includes more particularly: radio broadcasts on Unesco and on national agencies with parallel activities; lectures on national education, youth, rural education and education for women and economic and social development, and study days on school and the environment. It also includes an exhibition of pupils' work and an inter-State seminar on the school crisis at which the participants, apart from Upper Volta, will be Dahomey, Ghana, Ivory Coast, Mali, Niger and Togo.

United States of America

A national three-day conference on Curriculum for Men in an International World organized by Kansas State University will take place in October 1970 as a contribution to the International Education Year.

Organizations of the United Nations System

UNITED NATIONS ECONOMIC COMMISSION FOR AFRICA (ECA)

As a contribution to IEY, ECA plans to convene an African expert group seminar on "Education and Training for Development" in Addis Ababa, from 5 to 10 October 1970.

UNRWA/UNESCO INSTITUTE OF EDUCATION

As its contribution to IEY, the UNRWA/Unesco Institute of Education in Beirut will undertake a long-term project to study existing school curricula in the UNRWA centred countries, in order to improve the Institute's training programme, and to stimulate a similar development in Arab countries. Through its training programmes it aims to promote "action research" among its trainees and to create in them an awareness of the need for research; to train teachers to promote co-curricular activities and to organize schools into centres of community development; and to promote moral and civic education so that pupils learn to play a responsible rôle in society. The training programmes will give more emphasis to Arab culture, and the Institute Journal will act as a medium for life-long education.

INTERNATIONAL LABOUR ORGANISATION (ILO)

In the April-May issue of the International Labour Organisation bulletin: Information, which is printed in 14 languages, an article devoted to IEY recalls the objectives of the undertaking and sets out what ILO and Unesco expect in this connexion from governments, employers and workers.

Intergovernmental Organizations

THE ARAB LEAGUE

The Arab League's Committee for Co-ordinating Arab States' programmes for the International Education Year, has recommended that a seminar on Arab Youth be held either in Tripoli (Libya) or in Khartoum (Sudan) in the second half of December 1970. It also proposes to hold a seminar on the Culture of the Arab Child which will probably be held in Lebanon in September 1970. A third seminar on Audio-visual Aids and Mass Media Communication took place in Amman, Jordan from 23 to 28 May.

ORGANIZATION OF AMERICAN STATES

The contribution of the OAS to International Education Year is based upon five of the primary themes of the IEY: functional literacy; development of educational research;

pre-service and in-service training of teachers; educational technology - the new methods and media; and adaptation of education (both general and technical) to the needs of the modern world, especially in rural areas. In each of these areas the OAS will choose one or two of the projects in execution as representative of what it is doing, and its activities will be fully disseminated in Latin America and the rest of the world. Later, when the results are known, they will be published in a volume to be delivered to Unesco for distribution as it considers suitable.

Non-Governmental Organizations

UNION OF WORLD MOVEMENT OF MOTHERS

The Union will participate in IEY by sending a questionnaire to teachers and young people in order to poll attitudes on the following questions: the place of teaching in preparation of youth for their future family and married life; the contribution of teachers in this field: possibilities and their difficulties; who can or who should help youth and what collaboration should be established between youth and their parents?

This questionnaire and the information thus obtained will form part of the preparations for their general assembly to be held in Strasbourg in May 1971. The congress is a follow-up to the one held in 1966 which sought to define the rôle of mothers in preparing their children for their future family and married life. This congress however will particularly study the rôle of teachers and teaching in this field.

INTERNATIONAL PEACE RESEARCH CENTRE (CIRP)

The CIRP will hold an international exhibition at Desenzano (Italy) from 1 June to 15 October 1970, devoted to world education and intended for teachers and pupils.

INTERNATIONAL CO-ORDINATING COMMITTEE FOR THE PRESENTATION OF SCIENCE AND THE DEVELOPMENT OF OUT-OF-SCHOOL ACTIVITIES (ICC)

The ICC passed a resolution at its European Conference held in Bordeaux in 1969, accepting the importance of the International Education Year and the European Nature Year (running concurrently) and urged its member associations to assist and participate in these events to the maximum. The Secretary-General of the Council was called upon to implement this resolution in liaison with member associations.

WORLD FEDERATION OF UNITED NATIONS ASSOCIATIONS

As part of their contribution to IEY, WFUNA and the International Student Movement for the United Nations (ISMUN) are holding their 24th Summer School from 5 to 8 July at Geneva on the subject "Education and political dynamics". Both form and spirit of the meeting are very new; it will deal inter alia with: the colonial aspects of educational systems, the development of educational systems in relation to the new political realities, the technological limitations of the new educational systems, and the part which might be played by an international organization in the choice between the various systems and the selection of various types of system which might be envisaged. Participants of all ideologies from all over the world will take part.

News Briefs

CONVERGENCE

"Convergence", an international educational review for adults published in Toronto (Canada) by the Ontario Institute for Studies in Education, has sent out to all its subscribers a flexible disc on which is recorded in both French and English the Director-General's message on the occasion of International Education Year.

TRAINING COLLEGE FOR SECONDARY SCHOOL TEACHERS, YAOUNDE (ENS)

In April, under the IEY symbol, the ENS at Yaoundé organized a cultural week comprising more particularly three lectures on the status of teachers and educational development, education and development, the dream and the contestation.

NATIONAL PEDAGOGICAL INSTITUTE, BUTARE (IPN)

The IPN at Butare (Rwanda) intends to hold a series of lectures to celebrate IEY. A round table on the demographic problem in the Third World has already taken place.

UNESCO CLUBS

The President of the Unesco Club at the Rural Training Centre, Porto Novo, informs us that he is organizing a cultural gathering in connexion with International Education Year.

CAMDEN COUNCIL FOR INTERNATIONAL CO-OPERATION

The CCIC (London Borough of Camden) formed an IEY working party before the start of the year and received a cash grant from the Borough authorities for assistance in the preparation of commemorative and promotional activities. The following have been or are to be carried out under CCIC sponsorship; distribution of educational literature; suggesting of appropriate action to promote IEY in the Camden schools; organizing an IEY exhibition and displays in local libraries; organizing a teach-in; and promoting the Courier and Unesco Gift Coupon Scheme.

ITALIAN RADIO AND TELEVISION

In connexion with IEY, the Italian Radio and Television Corporation (RAI) is considering entrusting a world famous director with the task of producing a programme comprising ten scientific telecasts each of 60 minutes. This programme, in the execution of which the television authorities of other countries will collaborate, will be based more particularly on participation by the scientific staff of a major university in the United States. It would be a good thing and profitable if such an initiative were to be taken in every country, to meet the needs of the public in life-long integrated education, and to enable mass media to be directed towards the progress of mankind and of society.

IEY CALENDAR FOR AUGUST 1970

CONFERENCE

Intergovernmental Conference on Institutional, Administrative and Financial Aspects of Cultural Policies, Unesco, Venice, 24 August - 2 September.

CONGRESSES

Congress on Comparative Education, Government of Canada, Ottawa, 17-21 August.

26th International Youth Congress, World Organization of Young Esperantists, Graz, Austria, 3-15 August.

SEMINAR

Equal Opportunity through Education, World Confederation of Organizations of the Teaching Profession, Hamilton, New Zealand, 15-20 August.

SYMPOSIUM

Whose University? World University Service, Peradenijya, Ceylon, 25-26 August.

MEETINGS

Meeting of experts on *Life-long Integrated Education*, Unesco, Asian Institute of Educational Planning and Administration, New Delhi, 10-18 August.

Meeting of experts on *Education for International Understanding and Peace with Special Reference to Moral and Civic Education*, Unesco, Paris, 17-18 August.

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

Articles and information material from the IEY Bulletin may be reprinted freely by newspapers, journals, radio, television and other media. It will be appreciated, however, if cuttings or copies of publications in which material appears are sent to the IEY Special Unit, Unesco, Place de Fontenoy, 75 Paris 7e, France.

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International Literacy Day
8 septembre 1970

The information we have received from Member States and non-governmental organizations clearly indicates that International Literacy Day will be celebrated during this International Education Year, more widely and with greater interest than ever before.

A day of intense activity on behalf of literacy, 8 September 1970 will without doubt be one of the high points of the International Education Year.

Member States

Argentina

An "International Display of Educational Materials: Education 1970" will be held in Buenos Aires between 15 November and 7 December 1970. This Display is being promoted and organized by industrial groups in Argentina attached to education under the auspices of the Ministry of Education and Culture and, within this context, the intention is to conduct an International Meeting of Theorists and Experts in Modern Educational Techniques.

Australia

With IEY specifically in mind, the Director-General of Education in each State has agreed to set aside one week during which attention will be drawn to international education. The National Commission will be supplying the States with relevant publications. A series of symposia are being organized on the themes of IEY and are planned for October. Lasting two days each, they will be attended by educators, representatives of governmental and non-governmental organizations, parents and teachers. A final report will be issued. Wide distribution of Unesco promotional materials is already being carried out and the National Commission has had a special poster printed for the occasion. Vol. No. 21, No. 1 of the Australian National Advisory Committee's Journal "Unesco News" was published in honour of the IEY and includes the Director-General's message to Member States declaring 1970 International Education Year.

Brazil

Within the context of International Education Year, the Ministry of Planning has organized a seminar on the use of modern techniques in education. The opening meeting was held in the presence of the Minister of Planning, the Minister of Education and Culture, and the Secretary-General of the Ministry of Education.

The Bulletin is published as an information service for the use of Member States, inter- and non-governmental organizations, as well as private individuals. The Editors would be pleased to receive in this connexion comments from readers about its overall conception and about the information it carries.

Cameroon

At the Ninth General Assembly of the National Commission for Unesco, the theme chosen for IEY was "Youth and Educational Development in Cameroon". The programme of activities for the Year includes: (a) dissemination of promotion material supplied by Unesco; (b) organization of meetings at the national level with teachers' unions, youth and popular education movements, political associations, etc., and (c) organization of a meeting of youthful members of the National Commissions for Unesco in the sub-region of Central Africa, in December 1970. A meeting of leaders of Friends of Unesco clubs in Cameroon was held in Yaoundé on 16-17 May.

Canada

The Federal Bureau of Statistics has recently published a survey, whose cover bears the IEY emblem, on post-secondary student population. It contains a report on expenditure, income and other socio-economic features of the entire post-secondary student population in Canada.

Chad

On the occasion of International Education Year, the Minister of Education and Culture made a speech in which he underlined the part the country intends to play in this common endeavour on behalf of human progress. After referring to the world crisis in education, the Minister went on to deal with the main lines of development upon which, in his opinion, present-day educational action should be based, namely: dissemination of knowledge at all levels and to the greatest possible number; adaptation of education to the environment by integrating the school in the community; campaign against illiteracy, and life-long education that will enable each man to make the best possible use of his capacities and adapt himself to ever-changing social conditions. In this respect, 1970, as far as Chad was concerned, must mark not so much the beginning of a process as the "confirmation, definition and dissemination within and through the people themselves of a process already initiated some time ago".

The People's Republic of the Congo (Brazzaville)

The National Commission of the People's Republic of the Congo, devoted to International Education Year a complete broadcasting series entitled "Unesco's quarter of an hour" on 21 April and 12 May 1970.

Cuba

As Cuba's contribution to International Education Year, an Exhibition of Children's Drawings was opened in the San Rafael Art Centre on 8 May 1970, under the auspices of the National Commission for Unesco, the Ministry of Education and the National Cultural Council.

Denmark

The Danish National Commission has communicated a list of the special activities planned in connexion with the IEY: (1) The Ministry of Education - the Department for Youth Education - has planned a number of conferences and seminars dealing with themes in the field of permanent education. (2) The Danish National Commission for Unesco held a seminar from 19 to 23 May 1970 on "Adult Education and Economic/Social Development", designed to investigate and formulate the Danish experiences both with regard to adult education as an instrument for development and with regard to didactics in reading and teaching the first foreign language as well as fundamental principles for vocational training and civics. It is also meant to serve as a preparation of the Danish participation in the Third Conference on Adult Education.

(3) The National Commission's yearly publication in connexion with United Nations Day will, in 1970, deal with education in an industrialized and in a developing society. (4) A number of Danish primary school teachers attached to Unesco's Associated School Project in Denmark have formed a fund raising committee. This committee has, in agreement with Community Development Trust Fund of Tanzania, decided to support the Trust Fund's school building projects which are village self-help projects. Funds will be collected in Danish primary schools in the period of August-November 1970. In connexion with this collection educational material (folders, fact-sheets, etc.) will be produced to inform teachers, parents and pupils about primary education in Tanzania and the background and aim for the fund raising. (5) Two seminars for teachers will be held in July and September as a preparation for this project. (6) The Unesco World Conference on Agricultural Education and Training held in connexion with the IEY programme, will be held in Copenhagen with support from the Danish Government.

Hungary

Under the title "Leisure Time and Adult Education" the Hungarian Society for the Popularization of Science, co-operating with the European Centre for Leisure and Education in Prague and with the Hungarian National Commission for Unesco, will organize with Unesco's assistance an international conference in Budapest in September. The Government has also donated through Unesco 30,000 copybooks and 30,000 pencils for distribution among developing countries.

India

As a part of India's programme for the International Education Year, the University Grants Commission has agreed to institute ten international scholarships to be made available to scholars from other Member States of Unesco who wish to spend one academic year at centres of advanced study in Indian universities for study and research.

Ireland

Among the activities planned in connexion with the IEY are a new curriculum for primary schools which is being introduced as a pilot project. After evaluation and consultation, the new curriculum will be published, together with a teachers' handbook and recommended to schools on a voluntary basis. In addition, a special project has been started for disadvantaged pre-school children designed to experiment with a specially conceived educational environment in which social workers, psychologists, doctors, nurses and parents will be involved. Finally, a report is to be made by an Advisory Committee appointed to carry out a survey of the needs of the community in respect of adult education and to indicate the type of permanent organization to be set up in order to serve those needs.

Jordan

Jordan's programme for the Year includes: a project on functional literacy, a new plan for in-service teacher training, establishment of job descriptions for administrative workers and the formation of eleven technical committees to study the major problems of education in Jordan. These committees will produce reports on the following: the ten-year educational plan, secondary education (academic and vocational), improvement of the status of teachers, Jordanian students abroad, equivalence of certificates, modern examinations, improvement in the quality of education, the cost of education, drop-outs and wastage, mentally retarded and gifted children and new technology of education. The third issue of the bulletin "Jordan and Unesco", published by the National Commission of Jordan for Unesco on the occasion of IEY, appeared in April 1970 and included Jordan's revised programme as a contribution to International Education Year and several articles on Unesco and information on the Year.

Mali

As its contribution to International Education Year, the Malian National Commission for Unesco has instructed its Secretaries-General to undertake an information mission in the interior of the country. The programme includes lectures on Unesco and the International Education Year followed by film-shows of "Unesco" and the "Turning Point". It should be added that this operation has enabled the Unesco Courier to become known and appreciated.

Mongolia

The programme for Mongolia was prepared by the National Commission in co-operation with other appropriate national bodies.

The activities will include projects for raising the educational level of the workers. The intention is also more generally to improve the country's educational system.

There will also be an information programme for the public on the International Education Year, both in the press and on the radio.

New Zealand

An International Education Week was held from 19 to 25 July. Various displays were staged as well as open days in the schools and seminars. Special attention was given to arranging displays in three centres to underscore both the diversity and unity of special education for emotionally and physically handicapped children. In one gymnasium a mural was designed depicting the various aspects of special education which was flanked by large blow-ups of messages from the Prime Minister and Unesco's Director-General.

Nigeria

The Federal Ministry of Education organized a course in National Education Planning jointly with the Unesco Regional Institute for Educational Planning and Administration (Dakar) where educational planners from all over the country were given an intensive training from 13 to 18 April 1970. The Federal Commissioner for Education formally launched the International Education Year at a press conference on 7 May 1970.

Norway

The Norwegian National Commission has published a special brochure on the International Education Year which explains its purpose and impact. Three themes are discussed in particular: technical assistance in education and training in the Third World, life-long education and international understanding as a curriculum component at all levels.

Pakistan

Pakistan's programme for the International Education Year, as communicated to us by the National Commission revolves around educational reform aiming, inter alia, at 100% enrolment up to Class V by 1980 ; the improvement of the status of teachers, particularly as regards their salaries; and the democratization of education with special reference to facilities. Various symposia are planned during the year, including one on wastage in education to take place in August and two on illiteracy (one each in East and West Pakistan) to take place on International Literacy Day (8 September 1970). The mass media will be used extensively in the promotion of the IEY. Fifty-four new schools have joined the International Associated Schools project in Pakistan in the course of this year. Finally, the National Commission, which is being reorganized and strengthened, will increase the distribution of Unesco documents and is currently planning a quarterly journal, to be published jointly with the Central Bureau of Education, which will provide an open forum for the discussion of new ideas in education.

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Philippines

A Committee for International Education Year was created to draw up an appropriate programme. The Department of Education subsequently issued a memorandum urging all schools, educational agencies and educational organizations to give the widest possible publicity to the objectives and purposes of the IEY themes. The use of the IEY symbol in all educational publications has been directed. In addition, two major national educational surveys are being conducted: one to assess the educational system in order to meet the challenge of development and modernization in the seventies and the other to study higher education and its relevance to national needs. Under the direction of a special body this study involves all public and private educational institutions operating programmes beyond second levels. The Department of Education has further announced certain activities on the national level as follows:

1. National seminar on the qualities of a teacher to discuss requirements for admission to teacher-training institutions, for certification and registration, for continuing employment and further education and for promotion and special recognition.
2. National seminar on life-long education to involve school superintendents, supervisors of social studies and other top school officials, on the theme Social Studies and Life-Long Education.
3. National song-writing contest on the theme of international co-operation and peace.
4. National seminar on new directions in education sponsored jointly by the Phi Delta Kappa chapter, Philippines and the Philippine Association for Graduate Education (PAGE), to discuss philosophy and goals of education in the Philippines; curricular content; and teacher development.
5. National awards, to be given to educators and teachers, in recognition of their distinguished service to education or significant rôle in the advancement of education in the country. The national awards ceremony is scheduled for December this year.

Schools and field divisions have been asked to submit reports of activities carried on, on the local level, in observance of IEY.

The National Commission of the Philippines has communicated to the Secretariat that the following IEY activities have taken place: seminars on Prospects of the Educational Planning Programme in March and on The Qualities of a Teacher in May; 11th National Convention of the Catholic Educational Association on The Catholic School and the Community in March; 3rd National Music Conference on The Rôle of Music in a Changing Society in May; four-day workshop on Family Planning in May; graduate course on Education for International Understanding and Institute on Social Studies from 11 May to 19 June; the theme for the Seventh Biennial Conference of the National Commission of the Philippines is to be Education for One World.

Qatar

Qatar has established a Board for International Education Year which has decided that their country's programme will include inter alia, the issuing of a periodical IEY pamphlet, a commemorative stamp, talks throughout the year in primary and secondary schools on the objectives of the Year, a national study on the dimensions of the illiteracy problem, promotion of the IEY through the mass media, etc.

Rwanda

During the International Education Year, Rwanda will speed up: (a) the reform of primary education (pilot classes will already be operating this year); (b) the formation of post-primary education structures, particularly through the establishment of home education centres for girls and centres of rural education and handicrafts for boys; a special effort will also be made to promote technical pre-vocational training; (c) the development of secondary education. The entire government will take part in an effort planned on the basis of three inter-ministerial commissions which will be formed for the purpose of studying: the needs of rural and vocational post-primary education and the ruralization of primary education; the necessary modifications to be introduced in educational structures and curricula at present in use in Rwanda;

the rational utilization of available resources in the implementation of projects. There will also be a vast information programme for the public on the aims of the International Education Year.

Spain

Spain's official programme for International Education Year includes both promotional activities and the creation of structures for long-term growth and change in education. A Draft General Law of Education and of the Financing of Education Reform is presently under discussion in the Spanish Cortes. This law, if approved, calls for the creation in each Province of a special education delegation to oversee all forms of local education and, by decentralizing the present administrative structure, will increase the return on investments. In this same vein, a Committee of International Co-operation for the Reform of Education in Spain has been created. As regards promotional activities and celebrations, the National Commission announces that a part of its monthly Bulletin is being devoted to a discussion of IEY themes throughout this year and that two issues of the Ministry of Education and Science's "Review of Education" are to be about the IEY. In addition, various conferences and seminars are planned or have taken place, including one major conference of Ibero-American, Filipino and Guinean Ministers of Education, organized jointly by the Spanish Government and the Bureau of Ibero-American Education to promote educational reform and planning in their countries and to exchange information on national experiences; two seminars one on macro-economic models for education and one on prospectives in education; and an International Model Fair (Feria Muestrazio) held in May in Valencia which included an exhibit entitled "Materials and Teaching Techniques" showing mock-up model primary schools, research apparatus and fully equipped laboratories. A programme of distinguished speakers has been created which has included, inter alia, Nobel Economics Prize-winner Professor Jan Tinbergen who spoke about the Second Development Decade (9-12 March).

Sweden

On the occasion of IEY, the National Board of Education of Sweden has organized at Unesco Headquarters, on 27-28 May, a conference of youth instructors coming from important youth organizations in Sweden: religious associations, sports clubs, political youth clubs, scouting, etc. Discussions were concentrated on international youth questions.

United States of America

In co-operation with two of its member organizations, the United Nations Association of the United States of America and the National Education Association of the United States, the United States National Commission published in November 1969 a community action guidebook for International Education Year. The booklet limits itself to two goals for IEY which are of special concern in the United States: equal educational opportunity for all and education for International awareness and understanding. With the aid of a grant from IBM (International Business Machines) for United States Commission has been able to develop a significant IEY programme. The grant provided staff support for liaison with key individuals in non-governmental organizations. Again, concentrating on a few issues - equal opportunity, education for citizenship in a global society and international co-operation in education - the Commission is urging all those organizations which have not already done so to adopt specific, continuining and long-range plans to make all their members more acutely aware of the magnitude and complexity of the nation's and the world's education crisis. The ultimate purpose of the project is to ensure that International Education Year does not end on 31 December 1970. It has been decided within the past couple of weeks to extend the Commission's rôle in IEY in the United States by holding a conference near the end of 1970. Although still in the early planning stages, it is expected that the conference will focus on points similar to those in the Agenda for Action. Finally, MEMO, the Commission's newsletter, has been carrying since last autumn news items on International Education Year - particularly on activities of non-governmental organizations and will continue to do so even beyond 1970.

United Arab Republic

The United Arab Republic extended its International Education Year programme to include studies on: education for girls, university and higher education during the last 50 years, general education, the teaching of art in the country for the past 50 years, life-long and private education. Symposia, courses, seminars and competitions will be organized dealing with education. Surveys will be undertaken on the problems of drop-outs and wastage and on the qualifications and distribution of teachers in the UAR. The thoughts of Arab educationalists, such as Ibn-Khaldoun and El-Eman El Ghazaly, will be published as well as translations of leading books on educational planning and administration. There will be television and radio programmes and a weekly page of one of the daily newspapers will be devoted to education. A special bulletin will be issued by the Ministry of Education on the IEY and several days will be devoted to educational themes, including an Education Day dedicated to IEY, and sports festivals and exhibitions are also planned.

In the United Nations system...

WORLD METEOROLOGICAL ORGANIZATION (WMO)

WMO recently published a brochure on "Meteorological Education and Training", the theme for World Meteorological Day (23 March 1970). In the preface by Mr. D. A. Davies, Secretary-General of WMO, the importance attached to International Education Year as an opportunity for advancing the study of vocational education and training was emphasized.

and in Unesco's Executive Board....

Professor Paulo E. de Berredo Carneiro (Brazil), Member of Unesco's Executive Board, presented for discussion by the Board at its 84th session a paper (document 84 EX/36) commemorating the centenary of the birth of Maria Montessori, whose "work and discoveries in the field of education were to revolutionize the methods then in use and to exert a considerable influence on those that followed, up to the present day".

The Red Cross and IEY

In connexion with the celebration, on 8 May 1970, of World Red Cross Day, the President of the International Committee of the Red Cross (ICRC) expressed the hope that Unesco, in response to the appeal made at the XXIst International Conference of the Red Cross and reiterated by the Secretary-General of the United Nations, would seize the opportunity presented by International Education Year to help in the dissemination of the humanitarian principles of the Red Cross and in making the terms of the Geneva Conventions better known. These Conventions, the adoption of which goes back to 12 August 1949 and which represent, as it were, the "Rights of the victims", are four in number. The first two aim at improving the lot of the sick and wounded in the armed forces both on land and sea; the third attempts to guarantee humane treatment for prisoners of war and the fourth to protect the civilian population in occupied zones as well as civilian internees. Although it is incumbent primarily upon the Governments of States signatories to the Conventions to respect them and cause them to be respected in all circumstances, the undertaking which governments enter into is also the business of the mass of citizens, without whose support nothing of any permanent value can be achieved. The International Committee of the Red Cross, which considers that an awakening of the conscience of the world is particularly necessary at the present time, has decided to intensify the dissemination of the Geneva Conventions. For World Red Cross Day, with "Protection of Man, Checkmate to War" as its theme, it assembled a mass of documentation expressly for the national societies, so as to aid them in bringing their programmes up to date. This documentation included: a selection of articles on the Geneva Conventions and on the activities of the Red Cross; lectures on the same subjects; messages recorded for broadcast purposes; films illustrating various aspects of action by ICRC delegates for television and cinema. The ICRC has also published a school textbook entitled "The Red Cross and my country" for primary school children in the sixth grade; a "teacher's manual", containing practical advice for teachers on the use of the above textbook, and a "soldier's manual" for the purpose of inculcating in soldiers the elementary humitarian precepts expressed in the Geneva Conventions. All the above documentation can be obtained free of charge from the International Committee of the Red Cross, 7 avenue de la Paix, Geneva, Switzerland.

Regional Organizations

ORGANIZATION OF AFRICAN UNITY

At an extraordinary session held in Addis Ababa between 27 February and 6 March 1970, the Council of Ministers of OAU adopted a resolution relating to International Education Year. This resolution calls, in particular, on all Member States to play an active part in International Education Year.

ARAB LEAGUE

At its second session, the Arab States Broadcasting Union (ASBU) General Assembly, an affiliate of the Arab League, decided to hold a seminar on "Group Listening and Viewing Clubs" as its contribution to the International Education Year. Its main purpose will be to strengthen co-operation between the Arab States' various broadcasting corporations.

Non-governmental Organizations

INTERNATIONAL CATHOLIC
CO-ORDINATING CENTRE (for Unesco)

The ICCC recently published several information cards for its correspondents on the occasion of International Education Year. These show, in particular, the propaganda action undertaken by Unesco and by the various international Catholic organizations affiliated to ICCC on behalf of IEY. It has been found that during the first four months of 1970 the latter drew attention on some 66 separate occasions by various means - newspapers, reviews, films, speeches, etc. - to the important place this Year occupies from the point of view of a renovation of education.

INTERNATIONAL COUNCIL OF WOMEN

The International Standing Committee on Education of the ICW passed a resolution which, inter alia, invites intergovernmental agencies concerned with education and especially Unesco, to exert every effort to secure the ratification and complete implementation of the Convention against Discrmination in Education and to initiate a thorough re-examination of the long-term values, objectives and methods of education at all levels of what must eventually become a permanent lifelong education process for all.

ASSOCIATION OF UNIVERSITY WOMEN
(KENYA)

A seminar on "Certain aspects of United Nations training and educational programmes in Kenya", organized by the national branch of the Association of University Women, was held on 26 June in Nairobi.

WORLD ASSOCIATION OF GIRL GUIDES
AND GIRL SCOUTS

The World Committee of WAGGS issued a statement at its 45th session, held in London in April recommending that since 1970 was designated as International Education Year, that two out of five children never receive any formal education, and that girls do not have the same educational opportunities as boys, national organizations should increase their efforts to extend the scouting movement for girls, a recognized form of out-of-school education, so that more girls can benefit from its programme.

CATHOLIC INTERNATIONAL ASSOCIATION FOR RADIO AND TELEVISION (UNDA)

The XIIth Catholic International Meeting on Television was held between 23 and 28 February 1970, in Monte Carlo. On the occasion of International Education Year, the Association has devoted the greater part of its programme arrangements to education under the title "The Church and Education in the World of Today". Twenty-six television programmes, carried out in some 15 countries on four separate continents, were presented on the above subject.

INTERNATIONAL FEDERATION FOR PARENT EDUCATION

The IFPE has forwarded to us the work plan adopted by its Executive Board for the year 1970-1971. This document indicates the lines along which IFPE intends to pursue its task, laying particular stress on the fact that parent education is an important element both in life-long education and, especially, in functional literacy.

PAN-PACIFIC AND SOUTH-EAST ASIA WOMEN'S ASSOCIATION

The Association, which has national affiliates in sixteen countries, recently published a special issue of its International Bulletin bearing the International Education Year symbol and carrying an excerpt of the Director-General's New Year message.

INTERNATIONAL SOCIETY FOR REHABILITATION OF THE DISABLED

A statement on the International Education Year adopted by the ISRD's Executive Committee was submitted to the Secretary-General of the United Nations for circulation at the Economic and Social Council. The resolution calls upon Unesco to accord greater attention to the educational needs and problems of handicapped children both during the IEY and thereafter.

WORLD COUNCIL FOR PEACE

The WCP is organizing three regional seminars on education, one each in Africa, Asia and Latin America, to mark International Education Year. The one for Latin America will take place in Caracas (Venezuela) in September. National Preparatory Commissions have been set up in each of the participating countries. The Bulletin will report on the exact dates and themes for discussion as soon as they are finalized.

BOY SCOUTS WORLD BUREAU

The Scouts' quarterly magazine "World Scouting" carries an article in Volume 6, No. 3 (July-September 1970) entitled "IEY 1970" which sets forth the history and goals of the Year, drawing particular attention to the overwhelming problem of illiteracy.

INTERNATIONAL CATHOLIC CHILD BUREAU

The ICCB is particularly interested in out-of-school education and in the promotion of ethical principles in education, especially through the moral and civic education of youth, with a view to promoting international understanding and peace. A seminar on the Education of Children for Peace will take place in Namur (Belgium) during the first part of December 1970.

INTERNATIONAL CO-OPERATIVE ALLIANCE

The Alliance is preparing an International Conference of Co-operative Education Leaders with the help of Unesco to be held in Switzerland from 30 November to 5 December 1970. One of the subjects to be studied at this Conference will be the problem of co-ordinating the concept of life-long education with the educational activities of the co-operative movement, particularly in the fields of out-of-school adult education and functional literacy.

INTERNATIONAL CONFEDERATION OF FREE TRADE UNIONS

This NGO, together with the International Federation of Workers' Education Associations (IFWEA), is preparing an international study session on the Contribution of Educational Research and Educational Planning to promote Workers' Education, to be held in Florence, Italy, from 7 to 12 September 1970. Particular attention will be given to Functional Literacy. Following the 7th ICFTU International Seminar for Young Trade Union Leaders, which will take place in Florence from 16 to 21 September 1970 on Trade Union Youth and Development, an International Youth Conference will be held from 22 to 25 September on Trade Union Youth Participation in National Education and Development Programmes, Unesco is contributing a cash grant under the System of Associated Youth Enterprises for 1969-1970.

INTERNATIONAL FEDERATION OF FREE TEACHERS' UNIONS

The January 1970 news bulletin of IFFTU carries an article on International Education Year. Affiliated teachers' organizations in Latin America would be pleased to co-operate in the implementation of literacy programmes within the framework of IEY.

INTERNATIONAL LEAGUE FOR CHILD AND ADULT EDUCATION

The editorial of the Bulletin of International Information of this NGO (Nos. 32-33, last quarter of 1969 and first of 1970) is devoted to the International Education Year. Unesco is providing financial assistance for the convening of a "Congrès International de l'Education Laïque" to be held in Dakar from 27 July to 4 August 1970.

THE INTERNATIONAL SCHOOLS ASSOCIATION

This Association has arranged to hold a special conference on Education for Peace at the Headquarters of the United Nations in New York from 19 to 26 August 1970. Unesco is making a financial contribution and the Deputy Director-General is billed to speak at the Conference on life-long education.

INTERNATIONAL MOVEMENT OF CATHOLIC STUDENTS AND INTERNATIONAL MOVEMENT OF CATHOLIC INTELLECTUALS (PAX ROMANA)

IMCS is preparing summer courses for African teachers to help them foster among their students a genuine concern and sense of responsibility for the development of their country. Similar courses will be held in Latin America on the social and economic problems of that continent. IMCS is also preparing a study, first at national level and later at international level, of the problems of university reform and the conflict between the generations.

WORLD COUNCIL OF CHRISTIAN EDUCATION

The cover of their magazine Volume XXIV, No. 4, Fourth Quarter 1969 carries the IEY emblem and promises that a special issue on this subject will be published during 1970.

WORLD FEDERATION OF CATHOLIC YOUTH

"We propose to seize the opportunity presented by IEY to underline still further those aspects of education which make for international understanding and peace."

WORLD FEDERATION OF TRADE UNIONS

The Bureau of WFTU met in Khartoum on 24 to 26 February and reminded members that 1970 had been proclaimed International Education Year. WFTU's action will be essentially directed towards the democratization of education, life-long education (including vocational training) and functional literacy.

WORLD MOVEMENT OF CHRISTIAN WORKERS

The efforts of the WMCW are oriented to a better understanding of the implications of permanent education. A document has been prepared on permanent education by a working group of this Organization.

WORLD ORGANIZATION FOR EARLY CHILDHOOD EDUCATION

This Organization has presented a long list of the activities planned by its national members to commemorate the International Education Year. Some are concrete measures they are planning to take in order to have a better understanding of the objectives, the means and the development of pre-school education while others deal with the publicity and information they plan to provide on the IEY.

CATHOLIC INTERNATIONAL EDUCATION OFFICE

The Council of CIEO, at its forty-first session, adopted a message on the subject of IEY, laying particular stress on the need for reflection and action during the International Education Year on behalf of a complete renovation of education.

YMCA AND YWCA

Between 7 June and 4 July 1970, these two organizations will arrange a training project in Geneva in connexion with the International Education Year. The September-October issue of YWCA's World Communiqué publishes an article on the IEY. The World Executive Committee of the YWCA at its May 1969 session adopted two resolutions. The first directs the attention of its National Associations to three major concerns during the IEY: the equal access of women and girls to all levels of education; educational facilities for all without discrimination against minority, racial or ethnic groups and increased opportunities for continuing education for women. The second recommendation suggests making special gifts as a means of helping young people who, because of conditions created by apartheid and racial discrimination, are denied equal educational opportunities and are not able to pursue their studies or training.

WORLD UNION OF ORGANIZATIONS FOR THE SAFEGUARD OF YOUTH

This Organization is preparing a symposium on the preparation of the adolescent for life-long education to which Unesco is making a cash contribution.

INTERNATIONAL ASSOCIATION OF ART

Twenty-four countries took part in the 2nd World Conference on the "Professional Training of the Artist" organized in the context of the IEY by this organization and held in Belgrade between 12 and 24 May. The rôle of tomorrow's artist was described as "the optic nerve of the community".

WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION

As part of its celebration of International Education Year, WCOTP has invited the President of the United Nations General Assembly, Miss Angie Brooks, to attend the WCOTP Assembly of Delegates in Sydney, Australia (4-12 August) and the WCOTP International Seminar on "Equal Opportunities Through Education" in Hamilton, New Zealand (15-19 August). As the guest of WCOTP, Miss Brooks will address the Assembly on the importance of IEY and the 25th Anniversary of the United Nations, and will be the keynote speaker at the seminar in Hamilton.

News briefs

IN ITALY

To celebrate International Education Year, the Technical and Industrial Institute of Naples will, under the auspices of the Italian National Commission for Unesco, carry out a programme directing attention to contemporary educational questions (life-long education, functional literacy, teaching techniques and method of evaluating output) and mobilizing for this purpose the interest of numerous organizations concerned with educational and cultural matters. Among the proposed activities, may be mentioned: a public information programme; the showing of a documentary film on cultural development in African and Asian countries; a course on criteria for evaluating the output of educational systems; seminars, discussions and meetings concerning such problems as: the school and education, literature and the contemporary social scene, the teaching of history, the school and mass media; a course on new training techniques.

IN CEYLON . . .

The National Education Council and the Youth Council of the All Ceylon Buddhist Congress have communicated their plans for International Education Year which include: a National Seminar on Education to be held to evaluate the education system and to make suggestions for its reorganization to meet the socio-economic needs of the people bearing in mind their cultural traditions; translations and adaptations of relevant Unesco publications into Sinhala; a pilot project leading to the development of a peoples' university movement by co-ordinating the community development services of the universities, schools, temples and other institutions.

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

We are informed that the AACTE is planning a series of conferences and projects designed to provide opportunities for faculty and students in member colleges and universities to become involved in the process of bringing an international emphasis to teacher education. An international conference will be held in Washington D. C. in October on the theme "Education and the Environment in the Americas". In addition five regional (U. S.) conferences are to be organized, inter alia, on the international dimension in teacher education and instructional research and service programmes in the field.

IN MALAYSIA . . .

We have learnt that the National Union of Malaysian Students is planning a National Students' Day which will highlight International Education Year. The date is tentatively fixed for 17 November 1970.

UNESCO CLUBS

The French Federation of Unesco Clubs devoted No. 26 (March 1970) of its Review "L'Unesco et ses amis" to International Education Year. Furthermore, it has requested one of its members to make a study of problems relating to life-long education, the central theme suggested with a view to the clubs' participation in IEY.

COMITE NATIONAL DE L'ENSEIGNEMENT CATHOLIQUE FRANCAIS
(French National Committee for Catholic Education)

The CNECF, on the recommendation of its Secretary-General, addressed a special message in celebration of IEY to teachers and parents of pupils in Catholic schools and public schools in France.

ROUND TABLE ON LITERACY

From 22 to 24 April 1970 in Turin, Italy, some 30 persons, representatives of the Italian Government, the Unesco Secretariat and several large European Banks and Industrial Enterprises, as well as specialists coming from literacy training centres, participated in a Round Table to discuss ways and means of including literacy as a component in development projects. It endorsed the principle of and the need for including functional literacy, as defined and practised by Unesco, in projects aimed at industrial development. Industries were called on to exchange information on their own experiences in the field of literacy and to promote its functional application in Italy and particularly in the south. Recognizing the need to integrate resources available for literacy work, it called on industries to carry out studies to identify special needs, as well as to determine cost/effectiveness, unit costs, etc.

WORLD GOODWILL

World Goodwill is publishing a new series of bulletins on current trends in world affairs. The second of this series is entitled "Education in a changing World" and is intended as World Goodwill's contribution to International Education Year. At the London Arcane School Conference, 13-14 June 1970, a talk was given on the subject of International Education Year. Special reference was made to life-long integrated education, to functional literacy and to national plans for the vitalization of education.

UNION OF CATHOLIC SUPERIORS

The Union plans to hold a meeting in Rome between 16 and 19 November on "The Co-operative Response of Religious Congregations to Man's Emerging Educational Needs" in connexion with International Education Year.

NATIONAL ASSOCIATION OF EMIGRANT FAMILIES (ITALY)

The efforts of this association are directed towards facilitating the installation of Italian emigrants called upon to work in German-speaking countries. For their benefit and as an aid to their adaptation, the association has published a special elementary German textbook.

IEY Monthly Calendar for September 1970

CONFERENCES	International Conference on Leisure and Adult Education, Czechoslovak Government, Bratislava, Czechoslovakia, 3-9 September. Interdisciplinary Conference on Comenius and the Reform of Human Affairs, Prague, 8-11 September.
CONGRESSES	Education in a Technological Age, International Alliance of Women, Königstein, Germany, 9-20 September. Youth and the Society of Tomorrow, International Union of Moral and Social Action, Brussels, Belgium, 21-24 September.
SEMINARS	European Seminar for Educational Research, jointly sponsored by Unesco Institute of Education at Hamburg, Unesco Headquarters (Paris) and the French Government, Pont-à-Mousson, 2-19 September. Rights and Responsibilities of Young People within the Free Trade Unions, International Confederation of Free Trade Unions, Florence, Italy, 7-12 September. "L'orientation professionnelle et l'information comme partie intégrante de l'emploi en vue de la mise en pratique d'une politique active de main-d'oeuvre", Vocational guidance and information as an integral part of employment with a view to the application of an effective manpower policy, Association Internationale d'Orientation Professionnelle, 7-12 September, Belgrade, Yugoslavia.

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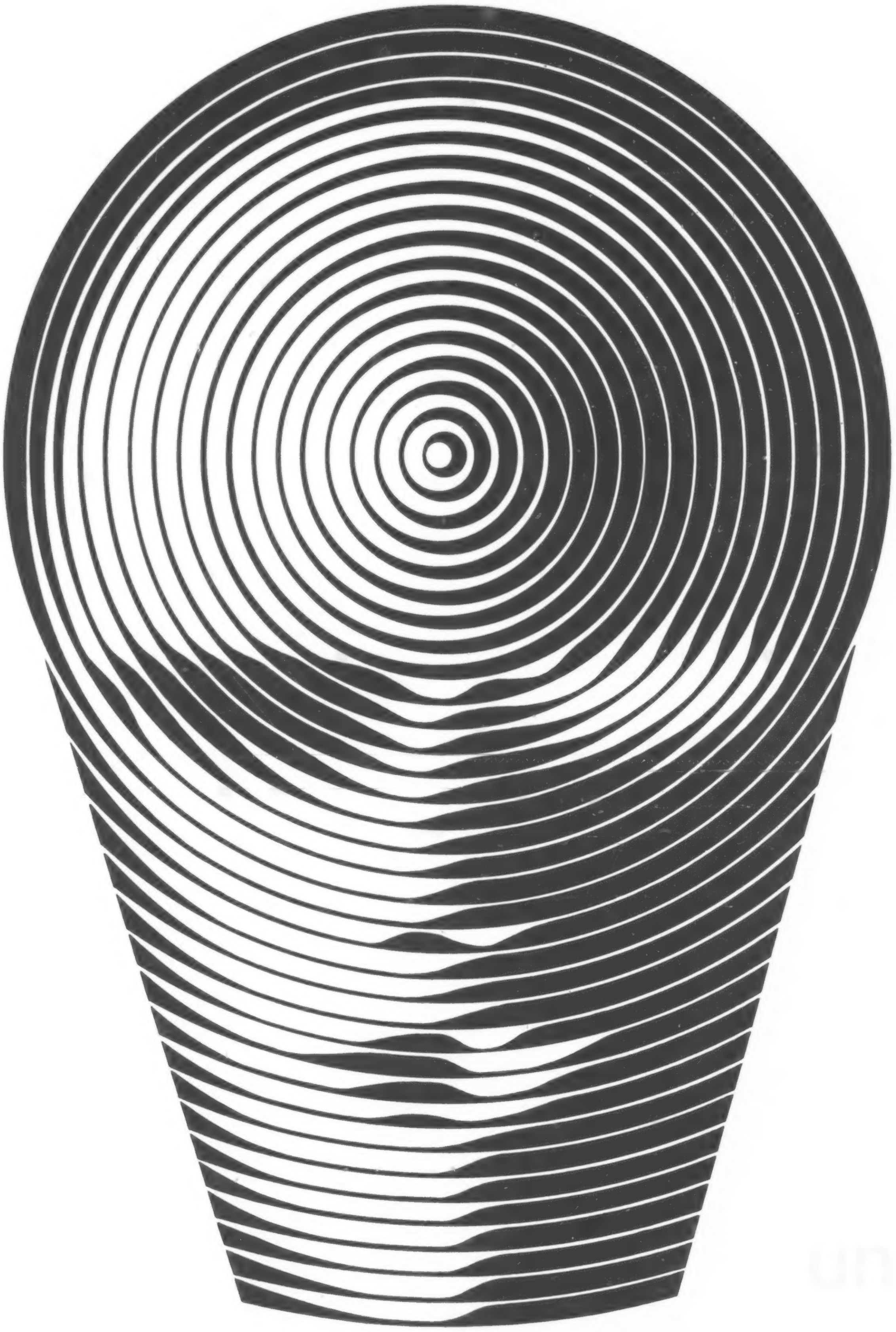

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Member States

Brazil

The official programme for IEY is closely related to the reform of the educational system on the basis of an integrated approach to education as a whole. In addition to the activities planned by the Ministry of Education in the spheres of primary, secondary and higher education, there are those organized by various other Ministries, (Interior, Transport, etc.). The third and final part of the programme comprises such commemorative activities as seminars, exhibitions, lectures, competitions and official messages and speeches.

Colombia

As its contribution to IEY, Colombia has prepared: (a) an album listing educational projects already financed and under way, including the provision of new teachers, a new TV channel, free textbooks, new classrooms, new institutions for secondary education, new halls of residence for universities, TV equipment for educational purposes, ICETEX (Colombian Institute of Technical Training Abroad) loans to senior students, new agricultural and polytechnical institutes; and (b) a brochure giving details of the Ministry of Education's mass-media "Motivation Campaign" to encourage private industry to take an active interest in the country's adult education programmes. The Organization of the Co-operatives of America (OCA), with the collaboration of various Colombian institutions has organized a technical meeting of Latin American institutes providing pre-service and in-service training in co-operative affairs.

People's Republic of the Congo (Brazzaville)

Among the activities organized for IEY, we may mention in particular two meetings held at Brazzaville:

(a) a National Study Week on educational output organized under the auspices of the Ministry of Education, with the co-operation of Unesco's Regional Bureau of Education for Africa (Dakar), Congolese Government officials representing several branches of the administration, and parents' associations. The subjects discussed were: enrolment trends, regional disparities, value of examinations and opportunities of employment, educational costs and budget, teaching staff requirments and teacher training;

(b) a round table on youth problems in which representatives of Congolese socialist youth participated.

Democratic Republic of the Congo (Kinshasa)

Two important decisions were taken at the meeting of national and provincial Directors of Education held in Kinshasa in January: to introduce more exacting conditions for the recruitment of teachers and to establish further training courses in provincial education centres for teachers lacking the necessary qualifications. Committees have also been set up within the National Commission to study, with a view to their application, all the conventions and recommendations adopted at international meetings organized by Unesco. National Education Day was celebrated with particular splendour on 30 April 1970, in the presence of the Head of State and the Minister of Education. Lastly, "Documentation et Information Africaines" (African Documentation and Information Institute) has published a statement on the contribution which the Catholic Church is making to IEY as part of its work in the Democratic Republic of the Congo.

Cuba

To mark International Education Year, an Exhibition of Children's Drawings was organized by the National Commission and the Ministry of Education and presented by the National Cultural Council at the Havana Art Centre during May.

Ecuador

Ecuador's official programme for IEY includes, among other activities, the establishment of an educational documentation centre in Quito; a project on educational and cultural journalism; pre-service and in-service teacher-training programmes; school textbook programmes; and a variety of lectures, seminars, competitions and exhibitions.

Finland

The Finnish United Nations Association and the National Commission are co-sponsoring a national seminar on the theme "Education for International Understanding: the rôle of mass media in developing attitudes and values" which will take place on 26 and 27 September in Helsinki, as a contribution to the IEY as well as a celebration by Finland of the Twenty-fifth Anniversary Year of the United Nations.

France

In connexion with the International French-language Film Festival held at Dinard in July, the French National Commission organized a round table on the theme: "After television, life-long education".

Guinea

To mark International Education Year, the Head of State asked various ministries and national committees for a new, all-out effort to push through the nation-wide programme launched in 1968 for the promotion of functional literacy, life-long education, the development of art and culture, and the pre-service and in-service training of workers in both junior and senior grades.

Guyana

The Ministry of Education brought the IEY to Guyana youth by organizing in August, on the theme "Working, playing, and living together", a camp holiday for 40 children between the ages of 12 and 16 drawn from various schools and clubs.

India

Speaking at a special session of the International Labour Conference held in Geneva in June, the President of India referred on several occasions to the IEY. "The quest for work for all and peace for all mankind," he said, "are now the greatest needs of humanity, and I believe that both work and peace can be joined together in a new orientation of education everywhere in the world... The eradication of violence and the building of a lasting and positive peace, which was the overriding concern of Mahatma Gandhi, is the supreme task for the entire United Nations system, and especially for Unesco. I hope that in this current "International Education Year, both ILO and Unesco will join together in the pursuit of a common aim of uniting work and peace through a new vitalization of education in its broadest sense".

Japan

IEY in Japan was officially launched on 2 July at a ceremony which was attended by Unesco's Deputy Director-General. H. I. H. the Crown Prince read a message in which, after noting the progress made in education over the last few years, he expressed the hope that continued and renewed efforts would be made in international co-operation in this field. The Prime Minister then read a message in which he stressed the importance of education for manpower formation and called for universal co-operation in this respect between Japan and the developing countries both on behalf of development itself and for international understanding and peace. The Minister of Education delivered an address in which he called for a general renovation of education through improved training of teachers and the promotion of international co-operation in the fields of education and culture.

Kuwait

The official programme for IEY includes notably: an exhibition of textbooks to take place in October 1970, information circulars to be sent to schools explaining the significance of the Year, radio and television programmes and courses for training the personnel of various ministries. Topics have been chosen for a series of seminars, amongst which are adult education, art education, science teaching, kindergartens and the phases of co-operation between school and home. A number of short in-service training courses will be organized on the teaching of mathematics and social sciences.

Lebanon

Lebanon has formed a committee to establish a programme for participation in the IEY which includes prominent educators and a student representative and will concentrate on programmed instruction, vocational and technical training and pre-service and in-service teacher training. Lectures in Lebanese universities as well as radio programmes are also planned.

Libya

An Interministerial Committee was formed in Libya to establish a programme for the Year which includes a campaign to inform the public on IEY through lectures in schools, articles in the local press and programmes on radio and television. An Education and a Science Day will be celebrated on the occasion and a commemorative stamp will be issued. A conference to discuss ways and means of improving the structure and quality of education will be held with representatives from schools, the University and the Ministry of Education. A seminar on technical and vocational education is also planned as well as studies of drop-outs and wastage and of general, technical and higher education.

Morocco

As a contribution to IEY, the Association of Teachers of History and Geography organized in May, at Rabat, a symposium on problems connected with the teaching of those two subjects in secondary schools.

Norway

The Norwegian Ministry of Education organized a conference in the framework of IEY held during the first week of June. Concerned with a "global view in education", it concentrated in this instance on Afro-Scandinavian relations. The final recommendations stressed the need for all school subjects to be penetrated by this global view which can only be brought about by conscious and continued attitude training. They called for greater emphasis to be placed on the study of foreign cultures and languages, especially through confrontation.

Pakistan

The Government of Pakistan has issued a set of two IEY commemorative stamps.

Peru

The programme of activities in connexion with IEY includes the introduction of educational reform, a plan for developing the teaching of science, a special integrated project on the function of education in rural development, a Latin American seminar on literacy, pre-service and in-service training for teachers at all levels, and the dissemination of these activities through all available communication media.

Romania

A scientific gathering was organized at Bucharest in March, within the context of IEY on the rôle of mathematics as an instrument of knowledge in natural science and in the social and human sciences and was attended by a large number of research workers and specialists from Romanian universities. The Minister of Education took the chair at the opening session, and the Rector of the University of Bucharest delivered an address on life-long education and the all-round training of modern man. The National Commission for Unesco will also publish in Romanian, in co-operation with the Centre for Research on Youth Problems, the brochure entitled "In Partnership with Youth", published by Unesco in 1969. The contents of this brochure will be included in a volume in the series "The

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Youth of Today", which will be devoted to IEY and will also contain a number of other United Nations and Unesco documents on the subject of youth, among them the final report of the meeting of experts on youth education held at Bucharest in December 1968.

Syria

The Syrian Arab Republic's programme for IEY includes a seminar to evaluate the curriculum, textbooks and teacher training in the country and the effective implementation of compulsory education.

Thailand

IEY was officially inaugurated on 1 April by the Prime Minister who delivered a message on radio and television. The Minister of Education also spoke on the opening day at a special ceremony for the IEY. A series of lectures and panel discussions on Education and National Development is presently under way which has included to date lectures on Education and Politics by the Minister of Foreign Affairs. Interviews with the Minister of Education, the Deputy Under-Secretary of State for Education and the Secretary General of the National Commission have been broadcast on radio and television. The Faculty of Education, University of Silpakorn in Bangkok was inaugurated on 18 June 1970 at which the New Year message of the Director-General of Unesco was read. Essay and poetry contests were organized for both students and the general public. A special stamp has been issued in commemoration of the IEY.

Togo

The World Confederation of Organizations of the Teaching Profession (WCOTP) and the Association of Secular Teachers of Togo organized in Lomé, in July, a study group on literacy and the economic and social development of the African peoples, and on the rôle of African women in any campaign for functional literacy.

Uruguay

The official programme for IEY includes, among other activities, the dissemination by all available means of the message from the Director-General of Unesco inaugurating International Education Year; a statement by the Minister of Education on the significance of IEY; the issue of a series of postage stamps; an essay competition for young people under twenty-five on the subject "Unesco as reality and as hope for the future"; the dissemination of Unesco publications; the provision of independent headquarters for the Unesco mission in Uruguay; the establishment of libraries and the promotion of integrated research on primary, secondary and university education.

Yemen Arab Republic

The Yemen Arab Republic in the framework of its IEY programme plans a special effort to mobilize financial and manpower resources to improve the quality of education. A vocational secondary school will be opened in October 1970 and a school survey has been launched to help revise the 5-year educational plan. Finally, a public information meeting was held at which the President of the National Assembly and Minister of Education spoke on the subject of the IEY.

United Nations Family

UNRWA

Elementary school teachers at the UNRWA/Unesco Institute of Education in Beirut (Lebanon) will discuss, during the summer 1970 course, three main objectives of the International Education Year: life-long education, quality of education and promotion of ethical principles in education in the hope that these ideas will be stressed in their own classrooms.

WORLD FOOD PROGRAM

As a contribution to IEY the WFP will publish a booklet aimed at illustrating the Program's co-operation with Unesco in the formulation, implementation and evaluation of the WFP-assisted educational projects. This will cover the entire field of educational projects for which WFP provides food-aid and will also have a brief exposé on the philosophy of food-aid in general and food-aid in the educational sphere in particular.

Intergovernmental Organizations

THE ARAB LEAGUE

The Arab League has informed the Secretariat that Abu Dhabi has prepared a programme for participation in the IEY. The programme includes plans for seminars on new methodologies for teaching English and on the curriculum, the necessity for adapting it to the environment and the writing of suitable textbooks. Symposia will also be held to discuss educational problems, eradication of illiteracy and physical training.

Non-Governmental Organizations

THE ASSOCIATED COUNTRY WOMEN OF THE WORLD (ACWW)

The ACWW of Trinidad and Tobago sponsored a seminar on "Leadership Training for Rural Women in IEY" held in Port of Spain, Trinidad, in August. Papers were presented on the rôles of voluntary organizations in functional literacy programmes and leadership training.

INTERNATIONAL COMMISSION OF JURISTS (ICJ)

The contribution of ICJ to International Education Year will be as follows: adoption of a recommendation for the establishment or maintenance of a chair of Human Rights in every university; a seminar for European students and young jurists at Istanbul (Turkey); two seminars, in Mexico and Chile respectively, on the themes of "Equality" and "Human Rights and their applications in Latin America", and a youth seminar on "The legal stutus of young people in society" (Austria).

FEDERATION FOR THE RESPECT OF MAN AND HUMANITY

The Federation has chosen to build its contribution round the following three main topics of reflection and study: "The third age: education for retirement"; "The expansion of economic and technological civilization and its effect on the life and thought of the individual and the citizen"; "The family in a changing world: relations between the family nucleus and the organs of education".

INTERNATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN (IFBPW)

During the Meeting of the Board of the IFBPW held in Dublin in April, a resolution was unanimously adopted calling attention inter-alia to the fact that women and girls form the largest single group suffering from discrimination in education and supporting the objectives of IEY with special emphasis on the furthering of equal access for women and girls to education at all levels and in all fields.

WOMEN'S INTERNATIONAL LEAGUE FOR PEACE AND FREEDOM

This organization held a seminar in India in January on the occasion of IEY on the theme

"Revolution and Non-violence". The League also met in Bogotá (Colombia) in July to discuss "The Rôle of Women in a World of Crisis".

WORLD CRAFTS COUNCIL (WCC)

Coincidental with the IEY, the WCC has embarked on an educational programme to gather information on schools teaching crafts and their entrance requirements; financial aid for craftsmen including scholarships for both undergraduates and graduates, fellowships and teaching assistantships, and foundations interested in the creative arts.

INTERNATIONAL UNION FOR CONSERVATION OF NATURE AND NATURAL RESOURCES (IUCN)

To focus attention on the urgency of introducing studies of environment into the school curriculum as well as all national development plans, the IUCN has just concluded an International Working Meeting on Environmental Education in the School Curriculum held at the Foresta Institute for Ocean and Mountain Studies in Carson City, Nevada (U. S. A.)

INTERNATIONAL FEDERATION OF ORGANIZATIONS OF SCHOOL CORRESPONDENCE AND EXCHANGE

In application of a resolution adopted at its biennial Congress held in October 1969 in Brussels, IFOSCE sent a circular in January of this year to its 73 national bureaux located in 30 countries, suggesting that the twinning of organizations, exchanges of correspondence between classes, study and travel abroad, seminars, summer camps and the holding of international school vacation-time courses, all serve as a framework during 1970 for the study and discussion of various problems of international education and in particular, the utility, methods, and means of developing contacts between young people of all countries. The response to date from national bureaux has been very encouraging: numerous initiatives have been taken in different regions of the world to improve language teaching and the mutual appreciation of cultures, develop a spirit of understanding and international friendship, and associate young people with the execution of programmes carried out in the United Nations system.

News briefs

UNIVERSITY OF BUENOS AIRES

As a contribution to IEY, the University of Buenos Aires held in July the First Argentinian Congress on Programmed Instruction, which included participants from all over Latin America as well as experts from other regions.

CUSTOMS CO-OPERATION COUNCIL (CCC)

The CCC, at its June session held in Brussels, unanimously adopted the Convention proposed by Unesco on the temporary importation of school equipment. The action was considered to complete the efforts of the CCC to fill gaps in the coverage for educational, scientific and cultural materials provided under the Florence and Beirut Agreements.

WORLD FEDERALIST YOUTH

The WFY has published a special issue of their magazine "Contact" dedicated to the IEY. An international education workshop was held in August entitled "Syllabus Reform Planning Seminar".

IN THE NETHERLANDS

On the occasion of IEY, an exhibiton of children's drawings from Africa and Latin America was held in June at the Sikkens Laboratory in Sassenheim on the theme "See the world through the eyes of the children of the Third World". The drawings were selected from the Unesco collection, with the help of the International Association of Art.

ASSOCIATION OF WORLD COLLEGES AND UNIVERSITIES

This Association, founded during the IEY, sets forth in the first issue of its bulletin its primary goal which is also one of the IEY goals: "to provide means for intercommunication among colleges, universities and post-secondary institutions which are working toward a global view in education for the development of mankind in creative and harmonious relationships".

IN THE U.S. HOUSE OF REPRESENTATIVES

The Hon. Robert McClory (Illinois) drew attention to the IEY and its purpose and caused to be recorded in the Congressional Record President Nixon's IEY proclamation of 12 February and the Director-General's New Year message to Member States, as well as various texts of articles emanating from the Unesco Secretariat.

IEY Calendar for October 1970

CONFERENCES:	Curriculum for Men in an International World, Kansas State University (U.S.A.), 15 - 16 October
	First Commonwealth Conference on Development and Human Ecology, Malta, 18 - 24 October
SYMPOSIUMS:	Life-long Integrated Education, Helvoirt, Netherlands, 1 - 3 October
	Le Renouveau de l'Habitat Humain, Société Mondiale d'Ockistique, Venice (Italy), 1 - 7 October
	The Development of the Child's Language, International Society of Phonetic Sciences, Brno (Czechoslovakia) 14 - 16 October
	Education and Training for Development, United Nations Economic Commission for Africa, Addis Ababa (Ethiopia), 5 - 10 October
OTHER	Netherlands National Parent Day, 8 October

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

Articles and illustrative material published in this bulletin may be reprinted freely by newspapers, journals, radio, television and other media. It will be appreciated, however, if cuttings or copies of publications in which material appears are sent to the IEY Special Unit, Unesco, Place de Fontenoy, 75 Paris 7e, France.

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Member States

Argentina

The First National Seminar on Life-Long Education was held in Buenos Aires from 20 to 26 June 1970, in support of International Education Year. Representatives of all levels of education in Argentina as well as participants from eight Latin American countries discussed the following topics: the Problems of Life-Long Education; Life-Long Education and Development; Life-Long Education and Adult Education; and the Mass Communication Media and Life-Long Education. The Seminar was held under the auspices of the Ministry of Culture and Education and sponsored by the OAS and Unesco.

Austria

In May, a seminar organized by the Eisenstadt Institute for Research in Education and Development made a thorough study of the tasks devolving upon the Higher School of Educational Sciences (set up at Klagenfurt at the beginning of the year) within the context of continuing educational reform in Austria. The following activities also took place: a further education course for teachers on the subject of the education to be provided at vocational secondary level in a European perspective; two seminars on the mass media as factors in education. In the autumn it is planned to hold three symposia at the Federal Institutes for Teachers of Vocational Education in Vienna, Graz and Innsbruck, as well as a seminar on "Journalism and educational reform in Central Europe" (Vienna). Lastly, the Austrian Permanent Delegate to Unesco took the initiative of giving a series of lectures to teachers and students as well as interviews on the national broadcasting network.

Bahrain

Four working committees have recently finished studies on the reorganization of the education system, the problem of manpower in relation to school production, the improvement and reorganization of technical education and a cost analysis of education per capita. Three seminars are to be held between October and December 1970 on technical education, equal access of women to education and youth and their rôle in international understanding.

Belgium

Among the activities already conducted by Belgium as part of its national IEY programme - which was launched formally in March at a meeting of educators held in Brussels in the presence of H. M. the Queen of the Belgians - special mention should be made of the organization, at the beginning of July, of the first Congress of Unesco Clubs, which concentrated on the theme "Towards a new way of thinking". Three committees discussed the following questions: pupils' councils and participation by students; regeneration of secondary and higher education; and organization of leisure activities.

Cameroon

Conferences, symposia and round tables have been held on a wide range of subjects such as "The social conditions governing teaching and educational development", "Contestation and Dream", "Bilingualism", "Continuing education for young workers", "The rôle of boarding schools in the education of young people", "Promotion of cultural activities", "Evening classes", "The rôle of industrial and commercial companies in the development of education", "Youth and educational development" and so on. Also noteworthy are the use of broadcasting and the press to enlist public support for IEY, the preparation of a booklet giving an account of Cameroon participation in IEY, and cultural events which have taken place throughout the territory.

Central African Republic

The National Commission of the Central African Republic for Unesco held a meeting in July which was entirely devoted to IEY; it concluded with the approval of a number of projects in the sectors of public information (issue of a special postage-stamp), functional literacy (establishment of a national literacy committee), the training and further education of teachers and the adjustment of education to conditions in rural areas.

Chile

A Forum, organized by the United Nations Women's Association, was held in July in the FAO Library in Santiago, Chile, within the context of IEY activities. The subjects dealt with were "The challenge of education in present-day society", "Youth in revolt" and "Towards a disquieting future".

France

The major options of educational policy in France, as defined in 1970, are reflected mainly in four key lines of action: stabilization and simplification of the structures of the educational system, by carrying through the reforms which have already been decided upon and initiated; adaptation of the content of training courses, taking into account possible employment openings, and readjustment of the intake of pupils and students on the basis of the needs to be met; continuation of the concentrated effort to provide educational facilities and teacher training which has been initiated on such a wide scale; and definition, in realistic terms, of the basis for a significant development of continuing education, which is an essential complement of the preceding activities.

In higher education, the introduction of the new structures provided for by the loi d'orientation is proceeding. The old faculties will be replaced by a greater number of interdisciplinary universities, within which the 630 study and research units which have been set up will be regrouped. These universities will be administered by an elected council composed of teachers, research workers, students and members of the non-teaching staff, under the direction of a president who will himself be elected by the council. This reform is supplemented by a reorganization of the Ministry of Education, including, in particular, the establishment of a Direction de la Prévision to serve as a means of keeping a constant balance between the definition of targets and the resources allocated to meet them.

In order to gear teaching methods and the different training courses more closely to the needs of the economy and professional qualifications required, a Study and Research Centre on Qualifications has been set up within the newly established National Information Office on Education and Professions. This centre should enable curricula to be developed with enough flexibility to ensure that technical education provides everyone with proper training for working life, by having due regard for the needs of development and those of life-long education. The technical baccalauréat has been reformed on these lines.

Attention should also be drawn to the establishment, at the instance of the National Commission, of two post-graduate courses (educational psychology and training for the development of the natural environment) as well as the launching in schools of a programme entitled "Introduction to reading" and the televising in the near future of educational programmes for adults, in a particular region in France. It should be noted, lastly, that as part of the efforts to ensure the gradual translation into action of the principles of life-long education, a post of adviser on life-long education has been established under the Minister of Education and that agreements have been reached between trade union and employers' organizations in which the right of workers to attend vocational education and further training courses during working hours is recognized.

Federal Republic of Germany

The participation of the German Commission for Unesco in IEY is designed to "contribute essential elements to the German educational programme as well as to that of Unesco" while at the same time keeping firmly in mind the challenge of the Second Development Decade. Special emphasis is laid on: pre-school education as a basis for an eventual real system of life-long integrated education; special education for handicapped children; Unesco's youth programme and in particular on a plan through which young people can participate in the Organization's programming process by means of a world-wide project competition to be judged by young people with the winners responsible for carrying their own projects out; Schools and the Third World which reflects a concern for presenting foreign countries and cultures in the spirit of international understanding by systematically analysing and subsequently drawing upon the experience of the German Associated Schools to produce teaching manuals and aids for use in all schools; and educational technology, through the convening of an international conference, and the exchange of experts and documentation.

Greece

In addition to the publication in Greek of a number of Unesco texts explaining the nature and targets of IEY, a series of events - particularly conferences - has been organized, in conjunction with the United Nations Information Centre, in cultural centres in Africa. They have been held under the twin banners of the 25th anniversary of the foundation of the United Nations and of International Education Year.

Guatemala

The award of three prizes which were instituted in connexion with IEY took place on 24 June 1970 in the National Conservatory of Music and Dramatic Art. The first "International Education Year" prize of a gold medal, diploma and 300 quetzales was awarded to Professor Marina Sosa de Cano.

Honduras

The Minister of Education has decided to make an addition to the programme in celebration of IEY by organizing a seminar on middle-school education, with particular emphasis on pre-service and in-service training of secondary school teachers. The seminar will be held in San Pedro Sala, from 9 to 19 December 1970.

Hungary

A national conference was held in Budapest on popular culture and adult education which reviewed achievements to date in these fields at a national level. An international conference was also held on new audio-visual techniques and education. A film was produced by the National Educational Television, in collaboration with the National Commission on the activities of Unesco clubs in Hungary to promote international understanding.

Iraq

As part of the overall revision in Iraq of all curricula to fit the existing needs of the country, taking into consideration the progress achieved in this field in other countries, the textbooks for primary and secondary cycles as well as new ones for recently introduced subjects have undergone extensive restructuring and modernizing. New texts are being prepared for agriculture, business management, accountancy, commercial law, hygiene, dress-making and domestic science.

Israel

Israel has effected a number of important educational reforms in connexion with the IEY, the extension of compulsory free schooling by one year and the change from the 8 + 4 system to the 6 + 3 + 3 or 6 + 6 system. The principal object of this change is to favour disadvantaged children in the poorer communities. The Hebrew University in Jerusalem has, in this connexion, established a Centre of Research in the Education of Disadvantaged Children in conjunction with the Ministry of Education and Culture. Similarly, the University of Tel-Aviv, also in collaboration with the Ministry of Education and Culture, has initiated research and experiments on the problem of disadvantaged children in secondary schools.

Jordan

Jordan has participated actively in the preparations of the Conference on Arab Youth planned by the Arab League in the framework of IEY by creating a Special Committee composed of representatives from the Ministry of Education, the Youth Organization and Jordan University. The Committee has been preparing studies to be submitted to the Conference on several of the IEY themes. The subject of youth is to receive the most attention however and will cover topics such as the rôle of youth in economic and social development; revolution and the Arab intellectual;

political thought; reality and imagination; thoughts on the evolution of modern Arab nationalism; and youth values at Jordan University.

Mexico

The Mexican Government, through its Public Education Secretariat, has brought out a 12-volume publication entitled "The Teacher", whose purpose is to reproduce statements concerning national education policy made by the President of the Republic and the Secretary for Public Education; declarations, recommendations or conventions of the international specialist organizations; and the conclusions of ad hoc bodies set up by the public authorities. The Benjamin Franklin Library of the United States Information Service in Mexico City is publishing a series of bibliographies on educational subjects as its contribution to IEY.

Niger

The Minister of Education, speaking on the occasion of IEY, referred to the various aspects of the crisis through which world education is going. Speaking of the need to regenerate education, he said: "... it is no longer possible to continue the rigid form of education of the past; ... man must, during his lifetime, educate himself in order to develop his character and qualifications and continue to make progress ... It is not so much a question of imparting a sum of knowledge as of providing future adults with the tools of expression and communication which they will need all their lives".

Poland

In a speech given in February 1970 to mark IEY, Poland's Minister of Education and Higher Schools stated: "It is our firm belief that in addition to encouraging the general development of education in our own country, we are also responsible for assisting in its development wherever we can, being fully convinced of the great significance of education in the struggle for progress throughout the world". A number of conferences, seminars and symposia have been held in Warsaw to mark IEY including a "National conference on public education" and an exhibition on "Polish publications for science". Many publications have been brought out to mark the Year on such subjects as Traditions and perspectives of Polish culture, Education in the Polish People's Republic, Mother Country and School, etc.

Sudan

The report of the sub-committee set up to study the IEY objective "Transition from selection to guided choice in secondary and higher education" has already been printed and four others on "Adaptation of Education both general and technical to the needs of the modern world especially in rural areas", "Democratization of secondary and higher education", "Life-long integrated education" and "Education in the Sudan" are to be ready in the immediate future. A number of exhibits will be held including one on printing sponsored by the Publication Bureau and another on school feeding and nutrition.

Switzerland

Since education comes under their authority, the Swiss cantons have been carrying out a programme of adjustment and reorganization in line with the objectives of IEY. The Conference of the Heads of Cantonal Departments of Education is thus ready to sign an agreement on the co-ordination of education among the cantons. It has declared life-long education to be an integral part of public education and granted funds to the Swiss Federation for Adult Education. It has, morever, recommended the establishment of centres for leisure and cultural activities in the regions and communes and the planning of special premises for adult education. In addition, various associations are engaged in developing and improving teaching standards by the award of grants for the pre-service and in-service training of teachers, for studies and seminars in this sphere, and for university and science education; the organization of courses, and so on. A School Building Centre and a Teachers' Refresher Training Centre are being set up. The press and radio, together with many private organizations or institutions are helping to further the objectives of IEY. Lastly, in addition to the activities mentioned in the March Bulletin, it should be noted that the National Commission has held a seminar for the purpose of preparing documentation on development problems for use in schools.

Trinidad and Tobago

The programme of Trinidad and Tobago for IEY aims at securing widespread involvement in the efforts that are being made to improve the structure and depth of the educational system. Special emphasis will be given to pre-primary education, the improvement of reading skills, the establishment of free public junior secondary schools, the building of vocational schools and the construction or expansion of senior comprehensive schools.

Turkey

A Committee of thirty members, representing various ministries, faculties, community centres, the national radio and television network, and several non-governmental organizations, has been entrusted with the task of formulating and implementing the Turkish programme for IEY. The Committee, presided over by the Chairman of the National Commission for Unesco, meets at least once a month. Special sub-committees have been set up to deal with the following subjects: youth (particularly the participation of young people in Unesco's work in the fields of international understanding at school level and literacy teaching in villages); adult education and life-long education; problems concerning teachers; education and teaching methods; women's education; and vocational and technical education. Attention should also be drawn to the publication of a booklet on IEY; the issue by the Ministry of Communications of a commemorative postage-stamp reproducing the IEY emblem; the holding in Istanbul in April of a symposium organized by the Association of University Women of Turkey on literacy and ways of achieving it; the holding in two vilayets, in the autumn, of a cultural week which will include a round table on the evaluation of the educational, scientific and cultural activities which have already been undertaken.

USSR

Meetings of various kinds have been held in the Soviet Union by the Academy of Pedagogical Studies on subjects such as pre-school education, Lenin and the teaching of aesthetics in schools, exchange in pedagogical experience, and research results obtained by teachers, etc. A number of Soviet newspapers and magazines, such as "Narodnoe Obrazovanie" (Public education), "Uchitel 'skaya gazeta" (Teacher's journal), "Mejdunarodnaya jizn" (International affairs), etc. have published articles and information on IEY.

Republic of Viet-Nam

Of activities undertaken to date, the following are particularly noteworthy: a national literacy campaign in rural areas; the holding of discussions designed for townswomen (focused on such topics as juvenile delinquency, the discarding of valuable traditions, etc.); the organization of eight seminars for primary school inspectors and heads of the provincial education services; the sending of peripatetic experts on youth activities to educational establishments; the construction of four technical training schools and three agricultural training schools; the updating and rationalization of the secondary school curriculum with a view to the transformation of general secondary schools into comprehensive schools; and a twice-weekly school broadcast for primary school pupils.

People's Republic of Southern Yemen

On 18 August, the Prime Minister inaugurated the official celebrations for the Year. A report on the development of education in the country during the last ten years is under preparation by the Ministry of Education and three in-service training courses were started in July to train primary school teachers, preparatory school teachers and teachers of adult education. Measures are being taken to create a Unesco National Commission on the occasion of the IEY. Finally a report on education in the Republic in the last ten years has been prepared by the Ministry of Education, Department of Planning on the occasion of IEY.

In the United Nations System

UNITED NATIONS (ACC SUB-COMMITTEE ON HUMAN RESOURCES)

A second review of activities of units at United Nations Headquarters with respect to the IEY was submitted as a report to the ACC Sub-committee on Human Resources, Education and Training which met in New York from 23 to 25 March. Of special note are the following activities: a study being prepared by the Social Development Division in collaboration with other interested United Nations agencies on the world situation of youth; a seminar sponsored by the United Nations in collaboration with the Government of Denmark on the Development of Human Resources through National Youth Service Programmes; an interregional project in the United Nations Public Administration Division to stimulate the development of in-service training in countries by training government officials responsible for career development; a centre for training in regional planning created in Chubu (Japan). Unicef, as a contribution to IEY, has selected five projects for special attention in the following countries: Algeria (post-primary education for girls in home economics training schools), Ivory Coast (major ETV project), Peru (science teaching at the primary level), Tanzania (modernizing the curriculum and production of indigenous teaching materials) and Thailand (teaching of international understanding). Numerous publications have been produced by the United Nations and its sub-organs to mark the Year and further its goals.

WORLD HEALTH ORGANIZATION (WHO)

During the 23rd World Health Assembly which took place in May, a series of technical discussions, placed in the context of IEY were held on the subject "Education for the health professions - regional aspects of a universal problem", Dr. Candau, WHO's Director-General, drawing attention to the Year, stressed the need to increase the number of qualified teachers and institutions in this field, to better adapt teaching programmes to the needs of countries and to overcome resistance to new teaching methods. The President of the Assembly and Chairman of the discussion both welcomed the occasion of IEY for the discussion of this crucial issue in a world where, as the former stated, three-quarters of its people suffer from a lack of trained personnel.

UNIVERSAL POSTAL UNION (UPU)

The monthly UPU review, in its June 1970 issue, carries an article on International Education Year which gives, among other things, lengthy extracts from the 1970 New Year message of the Director-General of Unesco.

ASIAN INSTITUTE FOR TEACHER EDUCATORS - QUEZON CITY, PHILIPPINES

The IEY programme of this Unesco-assisted Institute includes: research studies on educational growth in Asia; a series of symposia on IEY with the focus on continuing improvement of teacher education in the seventies; publication for regional distribution of the papers presented by the speakers in the symposia and selected research studies; and publication of a comprehensive calendar of activities to highlight IEY.

News Briefs

IN ARGENTINA . . .

On the occasion of IEY, the Buenos Aires Co-operative "El Hogar Obrero" has offered a fellowship, to be awarded by the Organization of the Co-operatives of America (OCA), so that the chosen candidate may carry out a one-month study visit to the "El Hogar Obrero" installations and other Buenos Aires co-operatives. The Argentine United Nations Association launched its IEY programme with an in-service teacher training course in natural sciences, which was held in June. The Friends of Unesco Club devoted the first issue of its Information Bulletin, April 1970, to IEY.

ITALIAN RADIO AND TELEVISION SERVICE (RAI)

The film "Turning Point" will be included in the adult education television programme ("Knowledge" series), as from October.

IN INDIA . . .

Rajasthan University and College Teachers Association in India has devoted the June issue of its publication "Souvenir" to IEY.

INTERNATIONAL CONGRESS ON SECULAR EDUCATION

During July and August, the International League for Child and Adult Education held at the University of Dakar, in connexion with IEY, four seminars on life-long education in Africa and an International Congress on Secular Education, the first session of which took place under the chairmanship of the Prime Minister of the Republic of Senegal.

NATIONAL FEDERATION OF UNESCO ASSOCIATIONS IN JAPAN

A booklet has been published by this Federation entitled "International Education Year - Unesco and Life-long Education", copies of which were distributed to the 125 local Associations.

INSTITUTE OF INTERNATIONAL EDUCATION (IIE)

To promote the goals of IEY in the United States the IIE produced and distributed broadcast materials on the Year to more than 1,300 radio and television stations throughout the United States.

ECOLE NORMALE SUPERIEURE (TUNIS)

The ENS has organized two lectures on the occasion of IEY, one on "Biology in the Service of Man" and the other on "Physics: techniques and application in the training and education of 20th century man". The School has also organized sessions for the students in which the themes of the Year are discussed.

IEY CALENDAR

CONFERENCES

Conference on *La responsabilité du père et de la mère dans le monde contemporain,* International Federation for Parent Education, Caracas, Venezuela, 22-27 November.

Conference on *L'éducation de la femme et développement social et économique,* Upper Volta National Commission, Ouagadougou, Upper Volta, 25 November.

International *Conference of Co-operative Education Leaders,* International Co-operative Alliance/Unesco, Joigny-sur-Vevey, Switzerland, 30 November-5 December.

SEMINAR

World seminar on *The Training of Rural Youth and their Involvement in Society,* International Movement of Catholic Agricultural and Rural Youth, Toronto, Canada, 2-30 November.

SYMPOSIUM

Regional symposium on *Educational Functions of the Family in the Modern World,* Polish National Commission, Warsaw, Poland, 23-27 November.

MEETING

International meeting on *Deprivation and Disadvantages in Developing Countries,* Institute of Education at Hamburg, 2-6 November.

CELEBRATIONS

National Parent Day, Netherlands, 5 November.

National Student's Day, Malaysia, 17 November.

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

Articles and information material from the IEY Bulletin may be reprinted freely by newspapers, journals, radio, television and other media. It will be appreciated, however, if cuttings or copies of publications in which material appears are sent to the IEY Special Unit, Unesco, Place de Fontenoy, 75 Paris 7e, France.

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Member States and Associate Members

Cuba

On 15 August 1970, the National Exhibition of Scientific and Technical Clubs was inaugurated in the Museum of the Academy of Science. More than 700 pupils from all over the country took part. On the same day there was a National Meeting of Teaching Assistants - advanced pupils who outside school hours work with groups of backward children.

Cyprus

The main aspects of the national programme of activities for IEY are as follows:

Educational policy: plans concerning the expansion of free education up to the 15th year of age are being considered by the Council of Ministers; a State Theatre will be established and is expected to start functioning in 1971; as from the academic year 1970-1971 modified curricula will be introduced in secondary schools whereby the first three-year cycle of education primarily concerned with general education is considered as imperative and essential for any kind of further education or specialization; the number of schools where practical knowledge is introduced has been increased; two new 3-year technical secondary schools have been established and their number will be increased in the future; new regulations concerning the functioning of schools and the conditions of service of teachers are being prepared.

Youth: Youth is contributing successfully to the general endeavour, mainly through school activities and Unesco Clubs; an evening secondary school will be opened for the working youth as from the academic year 1970-1971; through co-operation between the Department of Antiquities and the Ministry of Education efforts are being made to bring students into closer contact with the sources of their history and civilization.

Studies, information and publications: Studies on educational problems by the Teachers Associations; series of lectures at the Pedagogical Academy on the different aspects of Cyprus Education; the Press and the Cyprus Broadcasting Corporation are aiming at stirring the interest of the public in educational problems; the autumn issues of the two publications of the Ministry of Education, "Cyprus Education" and "Cyprus Today" will be devoted to an evaluation of what has been done in the field of education since Cyprus gained its independence in 1960; a special stamp for IEY will be issued.

Czechoslovakia

An International Conference on Comenius and the Reform of Human Affairs was organized in Prague from 8 to 11 September 1970 by the Comenius Institute of Education (Czechoslovak Academy of Science) in co-operation with the Ministers of Education of the Czech and Slovak Socialist Republics and under the sponsorship of Unesco. It dealt with the whole of J. A. Comenius' work in the science of education, philosophy, history, literature and linguistics and was attended by nearly two thousand participants from 27 countries, mainly research workers. Ninety reports were submitted. A special message was sent by the President of the Czechoslovak Socialist Republic. The conference adopted a Peace Appeal and a Recommendation requesting the Czechoslovak Republic and Unesco to establish in Prague a Comenius Centre which should follow the development of education by a comparative study, closely connected with current educational problems and educational theory.

Ghana

On 3 September, in a speech delivered to the Ghana Assembly of Women in Accra concerning IEY, the Minister of Education stated that his "Government had set up a high-powered Review Committee on the country's educational philosophy, with a mandate for the drawing up of a 20-year Education Development Plan covering the whole structure of education from primary to university level, within the context of social, economic and political progress in that same period". Regarding female education and training, he declared that the situation concerning equal access to education of women in Ghana was very encouraging and concluded by saying that IEY celebration inter alia "teaches us that maturity and culturedness imply also other ideas like a good sense of fairness and of duty in addition to a general inclination to morality and brotherhood; making a matured and cultured people one whose whole manner of life radiates a quality which is at once satisfying and worth emulating. This is where Unesco locates the seed of lasting peace; and Unesco invites the nations of the world to close their ranks in joint pursuit of such a target".

Iraq

An IEY Week took place in September in Baghdad and was opened by the Minister of Education who delivered a speech on the importance and objectives of the Year and Iraq's activities undertaken to mark it.

Lesotho

To mark the IEY, the Department of Education and Culture is launching a programme of pre-service and in-service training of teachers at all levels with special reference to mathematics and science. Measures are being taken with a view to setting up a fully equipped mathematics/science centre as well as teachers' and curriculum development centres. More than 300 headmasters have attended reorientation courses and workshops under a scheme financed by Unicef, the upgrading of primary school teachers has been speeded up and further training of selected teachers from Lesotho, Botswana and Swaziland is in operation. Together with these countries and Malawi, Lesotho is participating in a regional testing and resource programme. On the occasion of IEY, a draft constitution has been drawn up and arrangements are being made for the establishment of a National Commission for Unesco.

Pakistan

Activities undertaken in East Pakistan in connexion with IEY include an Education Week, during which several seminars and symposia were held to discuss various aspects of education and an Adult Education Conference.

Panama

In September a seminar on educational and vocational guidance was held at the National Institute. Five lectures on matters to do with guidance were given by authorities on the subject and were followed by five exhibitions run by working parties of vocational guidance staff from all over the country.

Paraguay

The Regional Educational Centres of Concepción and Villarrica carried out a series of activities to mark IEY, including a rhetoric, poetry and short-story competition; a meeting between families, teachers and pupils; a teaching methods day on the evaluation system; a census of educational levels in the population; a three-month plumbing course and an artistic and cultural festival.

Poland

Practical initiatives in line with the aims of IEY have included the establishment, at Plock, of an educational television centre with the following responsibilities: scientific research and experimentation in the use of television in education; dissemination of life-long education programmes; co-operation with scientific and educational research centres, particularly with regard to closed-circuit television; organization of scientific seminars, courses and researches; organization of courses for workers combining television and teaching by correspondence.

Qatar

A report entitled "Educational Development 1969-1970 in Qatar" has been published in English and Arabic.

Central African Republic

Within IEY frame of reference, the Bangui National Institute for continuous in-service teacher-training arranged its 18th refresher course in modern mathematics for school inspectors and directors.

Saudi Arabia

A report in Arabic on education in the country from 1960-1970 has been submitted to the Co-ordinating Committee established by the Arab League for IEY and will be included in the general report on Arab education which is part of the League's contribution to the Year.

Sierra Leone

In a speech devoted to IEY, the Minister of Education declared inter alia "The time has come for all of us to advance boldly together on the path of life-long integrated education which is the path of contemporary mankind. Whether or not we view education as a "consumption good, yielding enjoyment just like food, vehicles, better homes and wearing apparels OR as an investment", in a developing country like ours, education is no longer seen simply as a means of improving the mind and acquiring knowledge but also as an investment in our under-utilized manpower potential".

United Arab Republic

Publications produced on the occasion of IEY by the Ministry of Education include a report on the activities of the UAR Unesco National Commission; a study on the equal access of girls and women to education; and educational information pamphlet in May; translations of the Unesco documents Major Trends in Education and the Reduction of Educational Wastage; an information circular on IEY.

Uruguay

In response to the Director-General's message for IEY, the primary education inspectors of the Department of Montevideo, as an out-of-school task and in co-operation with the National Commission for Country-wide Literacy, resolved to make a frontal attack on illiteracy. From 16 July to 20 August a series of lectures on Italian culture was arranged as an IEY function. It was organized by the Ministry of Education and Culture in conjunction with the Italian Institute of Culture.

Yugoslavia

The implementation of the national programme for IEY includes: the adoption, by the Federal Assembly, of a resolution concerning development in education on self-management basis, which represents a platform for further action; a consultation of Balkan Unesco National Commissions dealing with life-long education, held in May in Herceg Novi; the launching of a long-term development project for educational television; wide educational research work in the field of quantitative and qualitative analysis; education of national minorities in the country, content of education, etc.; publication, to inform a wider public about current educational problems, of five papers on Planning Development of Education, Economy of Education, Permanent Education, Innovation in Educational Process and Contemporary Trends of Improvement of High Education in some Countries; on Yugoslavia's Youth Day, in the spirit of IEY, a competition organized by the Unesco National Commission for the best-written composition among final-course pupils at general and vocational schools; a symposium to mark Comenius' 300th anniversary; an International Conference on Professional Training of Artists, held under the auspices of the International Association of Art; an international meeting of experts on the participation of students in the governing of universities was held in Dubrovnik in August; the Fifteenth International Seminar on "University Today", organized in Dubrovnik, also in August; an International Conference of Esperanto Teachers held in Maribor at the end of July.

United nations system

INTERNATIONAL LABOUR ORGANISATION (ILO)

In addition to previously published information, it should be noted that the International Labour Conference adopted a Recommendation concerning special programmes for the employment and training of young people for development, and that the 1970 issues of the Bulletin of the International Information and

Research Centre, *Professional Training*, deal with such major IEY themes as the contribution of employers' and workers' organizations to professional training, to the devising of new types of training (particularly life-long education and training) and to the training of girls and women. It should also be noted that in May and June ILO sent a circular letter to national trade unions, to workers' education bodies and international trade union organizations enjoying ILO consultative status, to draw their attention to IEY and to certain questions of concern to workers' organizations. The editorial of the June issue of the review *Labour Education* was entitled: *Workers' Education and the International Education Year.*

UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT (UNCTAD)

As contribution to IEY, UNCTAD secretariat officials give an increasing number of lectures and briefings on development issues and problems, to government officials in the context of training programmes organized by the UNCTAD/GATT International Trade Centre, and also to a variety of school, university and non-governmental organization groups. In addition, jointly with the Centre for Economic and Social Information, UNCTAD is in the process of consultations with Unesco on the possibilities of strengthening and extending the inter-agency approach to development education in secondary schools and universities.

WORLD FOOD PROGRAM (WFP)

WFP has dedicated all its Development Support Information missions in 1970 to projects connected with food aid to education. The countries covered are Upper Volta, Liberia, the Caribbean, Sudan, Mauritius and Afghanistan. The November/December issue of the bi-monthly bulletin *WFP News* will predominantly feature articles from those missions. A series of six wall-sheets on WFP's aid to education is being issued this year and will be distributed on a world basis.

INTERNATIONAL LITERACY DAY
(8 September 1970)

Reports from numerous Member States of Unesco and international non-governmental organizations concerning International Literacy Day testify to its widespread observance in 1970. They show that it was integrated into the general effort occasioned by IEY, that it was more marked than in the past by concrete activities and that, fairly generally, with the Second Development Decade approaching, its guiding concern was to tie in literacy teaching with the priorities of economic and social development.

On 8 September several heads of State (Brazil, Ethiopia, Iran, Jamaica, Kuwait, Liberia, Madagascar and Togo) and His Holiness Pope Paul VI launched messages or delivered speeches; at United Nations Headquarters in New York, U Thant inaugurated an exhibition of the *US National Education Association* within the context of IEY and launched an appeal for action in adult literacy teaching.

In Teheran, the Deputy Director-General of Unesco presented the "Mohammed Reza Pahlavi" and "Nadezhda K. Krupskaya" prizes to the Acción Popular Cultural of Radio Sutatenza, Colombia, and the Institute of Language and Literature, Mongolia, respectively. The international jury which had awarded prizes to those institutions for their particularly meritorious work in literacy teaching also awarded honourable mentions for the work of organizations or individuals from the following countries: Peoples Republic of the Congo, Ethiopia, France, India, Iran, Italy, Mexico, Rwanda, Sudan and Tunisia.

The Regional Literacy Centres for Latin America (CREFAL) and for the Arab States (ASFEC) also contributed to the activities of the Day. Furthermore there was massive participation by the information media of a great many countries and several works on literacy teaching were published for the occasion.

Intergovernmental organizations

CUSTOMS CO-OPERATION COUNCIL

The Council arranged for the adoption, during IEY, of the text of the Agreement on the importation of educational, (scientific and cultural) materials, prepared at the initiative and with the assistance of Unesco. The purpose of the Agreement is to facilitate the free flow of educational, scientific and cultural material.

COUNCIL OF EUROPE

At its regular session in Strasbourg in September, the Council's Consultative Assembly discussed an important report by its Cultural Committee on life-long education, which was the specific contribution of the Council of Europe to IEY.

International non-governmental organizations

WORLD YOUNG WOMEN'S CHRISTIAN ASSOCIATION

This Association, in conjunction with the World Alliance of YMCAs, organized a seminar within the context of IEY, on the subject of "Education in the 1970s" which was held from 28 June to 4 July 1970 in Geneva.

INTERNATIONAL CONFEDERATION OF FREE TRADE UNIONS (ICFTU)

ICFTU held three meetings in Florence in September: from 7 to 12 September, an international seminar on the contribution of educational research and educational planning to the development of workers' education, which was prepared in co-operation with the International Federation of Workers' Educational Associations, and dealt particularly with functional literacy teaching; 16 to 21 September, the seventh international training course for young trade union leaders on the subject of young trade unionists and development; from 22 to 25 September, an international youth conference on the participation of young trade unionists in national programmes for education and development.

WORLD FEDERATION OF CATHOLIC YOUTH

The Federation, which chose "Education for peace and international understanding" from among the IEY themes, published articles on the Year in the June 1969 and January 1970 issues of its information bulletin.

INTERNATIONAL COUNCIL OF WOMEN

In India, the National Council of Women held in Patna, on 7 and 8 August, a seminar entitled "The Rôle of the Social Workers in the Field of Education" on the occasion of IEY. In Madagascar, the National Council of Women's Associations organized a meeting in April on the theme "Education and Development".

INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS (IFLA)

To mark the IEY, the IFLA Executive Board selected "Libraries as a Force in Education" as the general theme of the 36th session of the IFLA General Council, held in Moscow and Leningrad from 29 August to 7 September. The Deputy Minister of Culture of the USSR and the Deputy Director-General of Unesco took the floor on this occasion.

INTERNATIONAL ORGANIZATION OF CONSUMERS UNION (IOCU)

The following activities have been undertaken by IOCU in connexion with IEY: (1) Sixth Biennial World Conference (Baden, 28 June-4 July 1970), (2) a special publication called Formal Consumer Education, and (3) a special issue of Consumer Review.

INTERNATIONAL PEN

On the occasion of IEY, PEN finalized the establishment of the Glebe House Foundation, which will promote public education by encouraging understanding, appreciation and development of the creative art of writing, as expressed in any style, form or language.

THE INTERNATIONAL SCHOOLS ASSOCIATION

A conference organized by this Association, as a contribution to IEY, on "Education in the

70s: National and International", took place in New York from 19 to 26 August 1970. On this occasion, Mr. Malcolm S. Adiseshiah, Deputy Director-General of Unesco, delivered a speech on life-long education.

INTERNATIONAL UNION OF PSYCHOLOGICAL SCIENCE (IUPS)

IUPS has placed under the auspices of the IEY the pilot research project which it is implementing in Pakistan on improved methods for increasing literacy among adults and children.

INTERNATIONAL PUBLISHERS ASSOCIATION

The Association sent a circular letter to member associations inviting them to take part in IEY. It also formed a group of publishers to promote school and educational books.

INTERNATIONAL UNION FOR CHILD WELFARE (IUCW)

To mark its fiftieth anniversary, and in connexion with IEY, IUCW organized a round table at Geneva in June 1970 on the theme: "To inform or to educate".

UNIVERSALA ESPERANTO-ASOCIO

At the 55th Universal Esperanto Congress, held in Vienna from 1 to 8 August, a resolution was adopted, in connexion with IEY, on the rôle of the international language as an instrument of education for an international outlook on the world. The Congress, inaugurated by the President of the Republic of Austria in the presence of official representatives of 16 countries and of nearly 2, 000 representatives of the Esperanto movement from 46 countries, commemorated the twenty-fifth anniversary of the founding of the United Nations.

WORLD FEDERATION FOR MENTAL HEALTH (WFMH)

In April, together with the Singapore Mental Health Association, the WFMH sponsored a Workshop on the topic of "Mental Health Trends in Developing Societies" with participants from 15 countries. From 29 September to 3 October, together with the World Psychiatric Association, it sponsored a small Workshop in Edinburgh on the topic "The Implications of Changes in the Mental Health Services, in Western Countries, for Trainees from the Developing Countries". In late December, WFMH will be sponsoring, together with the UAR Association for Mental Health, a Workshop on "Mental Health in the Arab World".

WORLD FEDERATION FOR THE PROTECTION OF ANIMALS (WFPA)

The celebration of IEY has been met by WFPA with a wide-ranging education programme for adults, teachers and children. For example, at the 6th WFPA World Congress in Dublin a Working Session was devoted to humane education and "Humane Education - Notes for the Guidance of Teachers" has been reissued in English, French, Spanish and Arabic.

News briefs

SUB-REGIONAL MEETINGS OF LATIN AMERICAN NATIONAL COMMISSIONS FOR UNESCO

Between 29 June and 18 July 1970 sub-regional meetings of National Commissions for Unesco took place for Central America at Managua, for the countries of the southern part of the continent at Asunción, and for the countries in the northern part of the continent, at Quito. The three meetings passed recommendations to governments to continue to encourage activities programmed for IEY and to continue to give Unesco regular information about activities undertaken to facilitate preparation of the final report on and evaluation of IEY.

IN BRAZIL. . . .

Among its activities planned for IEY the Unesco Youth Club of Rio Grande do Sol concluded an agreement with the University Movement for Economic and Social Development for the training of 55 university students in pedagogics and of 55 State primary school mistresses.

IN ITALY. . . .

On the occasion of IEY, the General Education Office of the Society of Mary (Marianists) is holding a congress in Rome, from 20 to 22 November, to be attended by school inspectors and directors of that Congregation from several European countries. The theme of the congress will be: *A vital question for the Catholic school: self-renewal*.

RADIO SUISSE ROMANDE

As its contribution to IEY, Radio Suisse Romande broadcast, from August to October, a series of seven programmes entitled *L'enfance devant le miroir sonore*, produced with the assistance of the Institut Coopératif de l'Ecole Moderne Pédagogie Freinet. The programmes consisted of a systematic inventory of sound recordings made by the Institute in recent years and of illustrations of the most important uses of tape-recorders in schools in the context of the active methods using the initiative of the children and co-operative work.

ROTARY INTERNATIONAL

Rotary International promoted IEY through items in several of its publications. It grants graduate fellowships, undergraduate scholarships, and technical training awards for one-year study abroad to qualified young men and women sponsored by Rotary.

IN THE UNITED KINGDOM. . . .

St. Joan's International Alliance, committed by its constitution to the promotion of women's status, had given special attention to reports on illiteracy as related to women, who are the most seriously affected. It has requested the support of donor governments for increased allocations of opportunities and variety in education to women in developing countries. In 1970 the Alliance carried a resolution expressing the wish that all organizations concerned with the education of women in developing countries should make a special effort to promote further support for higher education. It has also requested its sections to intensify their efforts to secure that in all countries Unesco conventions dealing with discrimination in education (1960) are ratified; that women have unhindered access to all programmes of education which are available to adults, and to associate themselves closely with Unesco's efforts.

IEY CALENDAR OF DECEMBER MEETINGS

Latin American Seminar for Education and Peace, Conseil Mondial de la Paix, Caracas, Venezuela, 20 November-3 December.

Education and Training for Development, United Nations Economic Commission for Africa, Addis Ababa (Ethiopia), 7-12 December (previously announced for 5-10 October).

Unesco Regional Seminar for Leaders of Youth Science Activities in Asia, New Delhi, India, 14-18 December.

General Assembly of the International Co-ordinating Committee for Out-of-School Scientific Activities, New Delhi, India, 18-20 December.

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

Articles and information material from the IEY Bulletin may be reprinted freely by newspapers, journals, radio, television and other media. It will be appreciated, however, if cuttings or copies of publications in which material appears are sent to the IEY Special Unit, Unesco, Place de Fontenoy, 75 Paris 7e, France.

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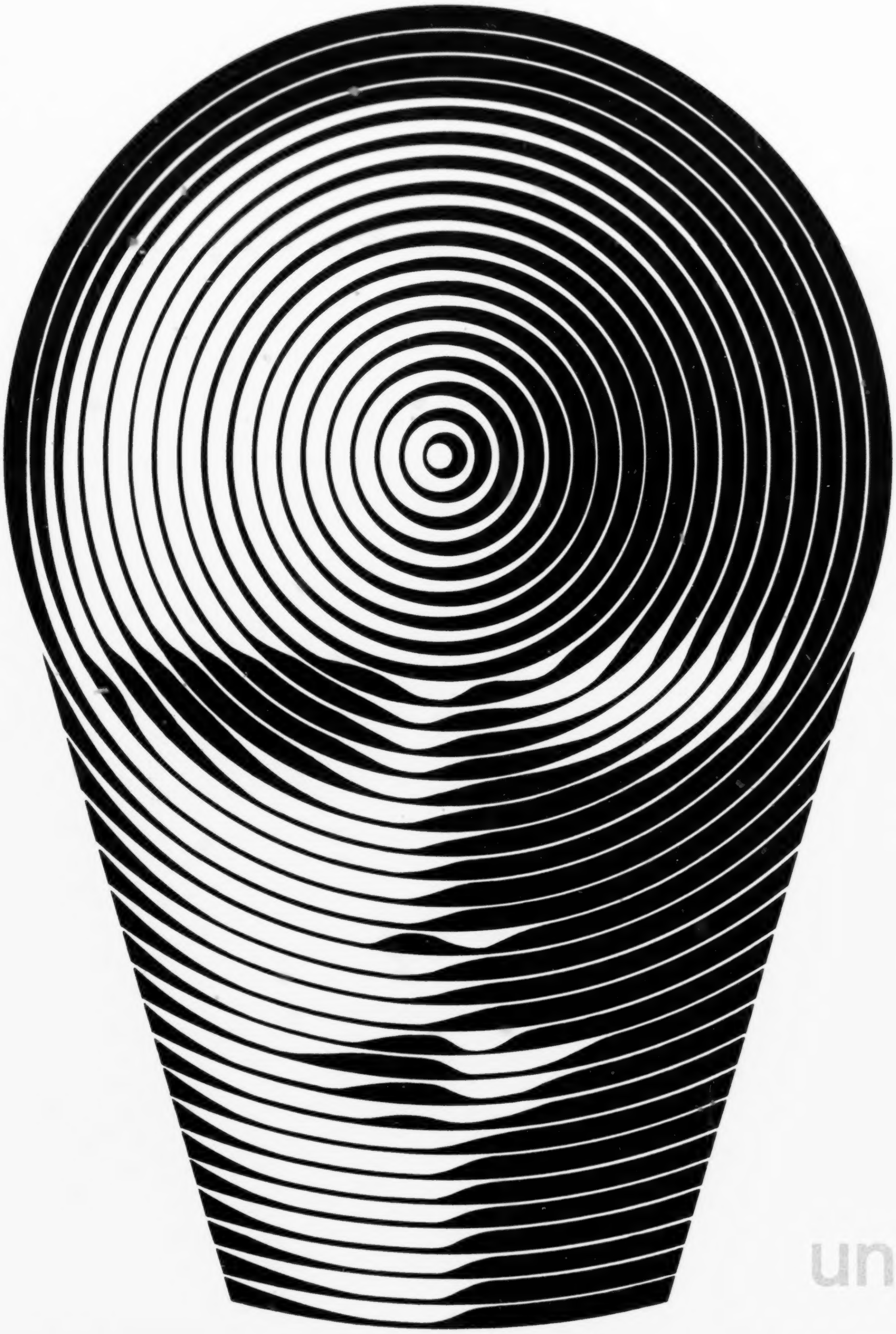

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TO OUR READERS ...

With International Education Year as such coming to an end on 31 December 1970, this is the last issue of the series of monthly Bulletins which first appeared in July/August 1969. We have tried to include in it as many news contributions as possible, while confining ourselves to those received by 30 November, the deadline which had to be set for completion of the manuscript in order to allow time for translation and reproduction. The Secretariat will accordingly make arrangements to ensure that any contributions which reach it subsequently may be printed in other Unesco publications.

The special IEY unit wishes to take this opportunity to express its gratitude to governments, National Commissions and organizations of all types which have been kind enough to send it over the past months information on activities undertaken within the context of International Education Year, thus making it possible for this Bulletin to carry out to the full its function as a connecting link.

International Education Year and the General Conference of Unesco

A. IEY as seen by the Delegations of Member States

1. The sixteenth session of the General Conference of Unesco, which brought together in Paris from 12 October to 14 November the representatives of 125 Member States of the Organization, gave delegates an opportunity to express their views, both in plenary session and in committee, on the impact of International Education Year at the national level. From their statements it was clear that the international community had made very serious attempts to take concrete measures in response to the Director-General's appeal for thought and action to bring about a radical renewal of education. Many speakers described the results already achieved in their countries during International Education Year, and while these added up to a highly impressive preliminary picture, what was perhaps still more encouraging was the fact that Member States were willing to follow up and reinforce the measures adopted during IEY in the years to come, especially in conjunction with the Second United Nations Development Decade.

2. In his speech on being unanimously elected President of the sixteenth session of the General Conference, H.E. Mr. Atilio Dell'Oro Maini (Argentina) declared: "International Education Year is the characteristic symbol of this Conference. It expresses a universal sense of joint purpose which has been demonstrated in the past months in various forms, adapted to particular local situations, hence differing in scope and character, but always directed towards a specific goal, involving renewal. In this way a decisive and irreversible step forward has been taken".

3. Earlier, in his opening address, the outgoing President of the Conference, H.E. Mr. William Eteki-Mboumoua, had described IEY as an "inspiring enterprise" entailing a world-wide review intended to usher in "a new man, in constant quest of himself, continuously evolving".

4. The Chairman of the Executive Board, H.E. Mr. Gian Franco Pompei, presenting to the General Conference the Board's report on its activities, stressed what an important part International Education Year had played for Unesco in preparing for the Second United Nations Development Decade.

5. The following resolution was unanimously adopted by the General Conference:

"The General Conference,

Recalling resolutions 1.111 and 1.112 adopted at its fifteenth session,

Considering the decision taken by the General Assembly of the United Nations to proclaim 1970 as International Education Year (cf. resolution 2412 of the 23rd session),

Welcoming the interest aroused by this measure among Member States, the international governmental and non-governmental organizations and the organizations of the United Nations system, an interest which has found expression in the variety and wealth of activities undertaken during this International Education Year and summarized in document 16 C/70,

Deeming that International Education Year, despite the efforts made on this occasion, should constitute more especially a point of departure, since the problems of education remain for all countries a constant preoccupation of the utmost importance,

Recalling that the international community is embarking on the Second Development Decade proclaimed by the United Nations and that no real, lasting and profound development can take place if education, in the newest acceptance of the term, cannot be provided for all,

(a) expresses its satisfaction at the Director-General's efforts to make this first International Education Year a true success,

(b) invites each State Member to pursue, strengthen and increase the activities which have been completed or begun during International Education Year, and to proceed during the first quarter of 1971 to a first assessment of the results achieved,

(c) draws attention to the value of celebrating in 1980 a second International Education Year, which would provide an opportunity for an examination of the results achieved during the Second Development Decade in the field of education."

B. Exhibitions organized on the occasion of IEY

1. Several exhibitions illustrating activities undertaken for IEY by Member States and non-governmental organizations were shown at Unesco Headquarters during the General Conference:

From 12 to 23 October an exhibition prepared by the United Kingdom on the subject "Learning for a Purpose" was on display in the "Salle des Pas Perdus". It was opened by the Right Hon. Richard Wood, Minister of Overseas Development and Head of the United Kingdom Delegation to the General Conference, and Mr. René Maheu, Director-General of Unesco.

From 22 October to 14 November an exhibition of children's drawings was shown by Cuba in the Foyer of the Fourth building. The exhibition was opened by H.E. Dr. Juan Marinello y Vidaurreta, Ambassador, Permanent Delegate of Cuba to Unesco, and Mr. Richard Hoggart, Assistant Director-General for Social Sciences, Human Sciences and Culture.

From 27 October to 7 November an exhibition on the subject "Fifty Years of International Work Camps in the Service of Peace was held in the "Salle des Pas Perdus". It was opened by the Director-General of Unesco in the presence of the President of the International Voluntary Service (IVS) and of the Director of the IVS Coordinating Committee.

Lastly, from 15 October to 14 November, an exhibition of information material (publications, posters, stamps, etc.) from Member States and all types of organizations and institutions was put on display by the Secretariat in the Visitors' Hall, so as to give as representative a picture as possible of the variety of aspects covered by IEY. It was inaugurated by the Deputy Director-General of Unesco, Mr. Malcolm S. Adiseshiah.

2. In addition, a solemn meeting was held at Unesco Headquarters on 30 October to commemorate the centenary of the birth of Maria Montessori. The President of the General Conference, H.E. Dr. Atilio Dell'Oro Maini, made the opening address and the following speakers also spoke: Mrs. Maria Jervolino, President of the Italian Montessori Association; H.E. Professor V.K.R.V. Rao, Minister of Education, India; Dr. Z.A. Hashmi, S.Q.A., Secretary-General of the Ministry of Education and Scientific Research, Pakistan; Mr. J. Van Baal, Professor of Cultural Anthropology, University of Utrecht, Netherlands; and Mr. André Berge, President of the French Montessori Association.

Member States' Programmes

Algeria

1. In Algeria IEY coincided with the National Education and Training Year and with the first year of the Four-Year Economic and Social Development Plan (1970-1973), which not only provides for a marked intensification of efforts directed towards teaching and training, but also for devising, trying out and putting into effect a variety of measures to renew and transform educational structures.

2. The main activities marking IEY were as follows:

the organization in Algiers from 5 to 10 January of the second national seminar on the subject "Training and Development", during which some 350 officials, educators and directors of training examined the best ways and means to standardize training establishments, improve manpower utilization and evaluate requirements for higher personnel and technical staff;

the creation and official inauguration of the National Commission on Educational Reform, consisting of representatives of various ministries, group organizations, educators, etc. ;

the setting up and equipping of the first technological institutes which under the Four-Year Plan are to be installed wherever development needs require them, as pilot projects with a view to renewal of the training system as a whole;

the construction and inauguration of a number of higher educational establishments such as the Ecole normale supérieure d'enseignement polytechnique, Oran and the Ecole nationale polytechnique d'architecture et d'urbanisme, Algiers;

publication in the news media of studies and articles on education and training for development;

the issuance of two postage stamps commemorating IEY and the National Education Year.

Argentina

The National Commission for Unesco published and gave wide distribution to a pamphlet defining the aims and significance of IEY and the Government issued a postage stamp with the IEY symbol.

The Argentine Federation of University Women, as part of a series of meetings to discuss "Educational changes in the 70's", organized a session to analyse the philosophical and psychological aspects of such change.

In Buenos Aires, from 28 September to 3 October, the 4th Congreso Panamericano de Enseñanza de la Ingeniería, was organized by the national branch of the Pan-American Federation of Engineering Societies.

Australia

Educational survey: The Australian State Governments have undertaken a Survey of Educational Needs at all stages of schooling through secondary level, and including teacher training. The survey determines priorities in administrative and budgetary domains.

Symposia: A series of symposia on IEY themes has been organized by the National Advisory Committee to stimulate participation at the local level. Developed in co-operation with the Australian Unesco Committee for Education, these two-day meetings incorporate panel debates and discussions involving an invited audience.

Public information: A special week devoted to international education has been declared by the Director-Generals of Education in each of the six Australian States. The event is but one part of a campaign that includes articles, brochures, posters and distribution of Unesco material. A special issue of "Education News", official periodical of the Commonwealth Department of Education and Science, has been devoted to major IEY themes. The issue incorporates articles by prominent Australian educationists on national and international topics in education.

Austria

Under the head of educational reform provision has been made, as from the 1970-1971 school year, for a number of experimental classes in primary and secondary schools for the accelerated promotion of the most gifted pupils. At the same time, additional courses will be organized to enable the less gifted pupils to catch up. Other activities in connexion with IEY include the publication of a memorandum on "the expansion of education in Austria; participation by 33 Associated Schools in a programme of education for international understanding; a symposium on the expansion of the secondary education system and access to higher education"; training courses organized by the Austrian Voluntary Service for Development; studies, surveys and research with a view to better use of radio and television for educational purposes.

Barbados

In commemoration of IEY the Government held a Conference of Head Teachers and Senior Assistant Teachers on "School Organization for Instructional Purposes" (13-16 April); a Conference of Commonwealth Caribbean Ministers of Education and Representatives of the University of the West Indies at Bridgetown (8-13 June); and a Youth Work Camp to redecorate part of Princess Margaret School (4-10 August). It should also be noted that a National Commission for Unesco was established in October.

Belgium

During IEY the Associated Schools stepped up their activities to take in more schools. They cover all levels of instruction (kindergarten, secondary, technical, teacher training and higher education) and involve both language systems. Sixty-five schools which are engaged in a programme of international understanding are conducting or have conducted pedagogical research on the philosophy and spirit of the Associated Schools system, and studies on such questions as the orientation of curricula, matters on which co-ordination is required, and evaluation of results.

At the teacher-training level the following main subjects of study were chosen: development psychology, schools and the Third World, the Unesco youth programme, delinquency throughout the world, the contribution of mass media to international understanding, and a comparative survey of life-long education.

Bulgaria

In the context of IEY an international symposium on "Speech and Hearing Readjustment" was organized in Varna, in September, by the Bulgarian Union of the Deaf. About 200 participants from nine countries attended and about thirty reports were presented.

Ceylon

In addition to the important reorganization of the educational structure currently being undertaken by Ceylon, other activities so far carried out in connexion with IEY included: a public lecture on "The Rôle of Science in Developing Countries" given by the Minister of Posts and Telecommunication on 2 September; a Child Art Competition on IEY; an Exhibition of Children's Art and an International Children's Book Fair held on 5 and 6 October; an oratorical contest on "Youth and Education for International Understanding".

Furthermore three symposia were held, one on "Youth and Education for International Understanding", and the other two on the theme "Is there Equal Opportunity for Education in Ceylon?" which were all broadcast. Two seminars, one on youth and one on "Creative Children's Literature" were also organized, the latter followed by a two-day International Children's Book Exhibition.

Activities foreseen for December include: a public meeting and a child art exhibition, to take place at the beginning of the month at Visakha Balika Vidyala; the issuance of an IEY commemorative stamp.

Republic of China

During IEY emphasis was placed on the improvement of natural science research equipment, buildings, equipment and teacher training for schools, as well as on courses for vocational and in-service training, youth, field trips.

Activities undertaken in promoting cultural interflow among nations include the organization of international conferences, symposia, seminars, workshops, exhibitions, stage shows and the publication of books.

Special issues devoted to IEY were published by periodicals such as "Education and Culture", "Teaching and Learning" and "Unesco Information Bulletin".

Colombia

Five numbers of the Ministry of Education's journal "Educación para el Desarrollo", which gives information on plans and programmes in regard to primary education for adults, were devoted to IEY.

The Centro de Historia de la Cultura devoted one bulletin to the principal themes of IEY and organized several meetings dealing with such subjects as illiteracy in Latin America and Colombia, education in Colombia, Unesco and peace, etc...

Cuba

In September a seminar, organized by the National Commission for Unesco to mark IEY, was held in Havana on the problems of medium-level agricultural instruction in developing countries.

France

On the occasion of the opening of the sixteenth session of the General Conference of Unesco, Mr. Jacques Chaban Delmas, Prime Minister, sent a message to the Director-General of the Organization to express the French Government's special interest in International Education Year.

The following excerpts from his message are of particular interest:

"... thanks to Unesco's endeavour, the links between education and economic and social development have everywhere been more clearly recognized and educational policies have gained in effectiveness..."

"... The first priority should be to provide everyone with the basic education without which one cannot enjoy full citizenship in a modern nation. For this reason the French Government attaches so much importance to the renewal and extension of compulsory schooling in France. This is why it is going to concentrate on the education of young people who encounter the most difficulty in their studies and development. The second task should be to mould education to the needs of men for the last decades of the twentieth century. Unless the aims, subjects, means and methods are brought up to date, education will be in no position to light the way towards loftier cultural, social and economic goals and our societies may as a result be in grave danger of moral and intellectual decay..."

"... In the race against progress and towards progress, education cannot be exclusively confined to young people if we are not to engender profound misunderstandings between generations, between our countries, between our civilizations. To make life-long education the central theme of International Education Year was a courageous but wise decision. In taking it Unesco has indeed grasped the nettle as far as its task of promoting education is concerned..."

Federal Republic of Germany

In an interim report on IEY, the Government of the Federal Republic of Germany states that the focal points of the German contribution, under the motto "Better Understanding through Education", include: (1) A critical stocktaking and planning in the national sphere; (2) Expansion of educational aid within the framework of German development policy; (3) Public information campaign on the manifold efforts to promote education and training in the country; (4) Dissemination of concentrated information designed to arouse the active interest of broad sections of the population in education.

Measures adopted, under item (1), by the legislative and the executive include the drawing up of an Educational Structural Plan by the Council for Education, recommendations by the Science Council on the Structure and the Extension of Higher Education after 1970, a report by the Federal Government on Education and Science Policy, the signature of an "Agreement for the Establishment of a Joint Commission of the Federation and the Länder on Educational Planning", recommendations on "Media Collaboration in the Furthering of Study by Correspondence" and the preparation of an "Action Programme for Vocational Education".

Under item (2), special reference was made to the promotion of training centres in Singapore, Colombia and Korea and of adult education centres in Somalia, Costa Rica and Indonesia; fellowship programmes for African students and personnel; the presentation of the problems of developing countries in German textbooks; the production, for these countries, of teaching aids and of materials for the promotion of education.

Under item (3), the activities undertaken to attract public opinion include, for example, a Week of Science under the theme "On the Road to One World"; a conference on "Education for Peace"; a special edition of the weekly "Das Parlament" devoted to IEY; a meeting of adult education institutions on "Education in the Industrial Age"; various plans concerning the Tercentenary of Comenius' death (issuance of a stamp, exhibitions, symposia); an active participation of radio and television (30 programmes on education to be broadcast during 1970) and award of a special prize for the TV programme which best illustrates the aims of IEY.

Under item (4), two campaigns are taking place: one under the motto "The Advantage of Learning Foreign Languages", the other to encourage German citizens to sponsor foreign schoolchildren, students, apprentices and trainees.

Greece

A report prepared by the Greek IEY Committee set up by order of the Prime Minister states that "Greece, participating wholeheartedly in IEY, is in fact undergoing a general and constructive renewal in most fields of education". For example, in elementary and secondary education, as well as in university education, radical measures have been taken during 1970 which will bring about a decentralization of education and a basic rearrangement and reorganization of these three levels; vocational training is organized on a new basis and is continuously expanding with the establishment of new schools to meet the needs of the country's development; the situation concerning illiteracy has improved considerably and serious improvement is also noted in the sector of Adult Education; educational programmes are carried out by various ministries in fields like agricultural education, manpower training, health matters, in-service training of civil servants. It is also stressed that expenditures on education have doubled between 1964 and 1970.

Regarding celebrations, an IEY week took place from 15 to 22 November on the theme "Adaptation of Education to the Needs of Modern World and Life-Long Education". It included activities organized by the various ministries concerned, the Church, the National Foundation "King Paul", the Armed Forces Headquarters, the Supreme Confederation of Students/Parents and was marked by messages, publications, lectures in schools, universities and colleges, issuance of a commemorative stamp bearing the IEY symbol, etc...

India

A celebration for the 75th birthday of Acharya Vinoba Ehave, including an exhibition of his works, was organized by the Indian National Commission in September. Special reference was made to what he has done in the field of education and in bringing together all Indian languages.

A round table workshop on ' New Dimension of Education" was held at Ahmedabad in October on the occasion of the Golden Jubilee Celebrations of Gujarat Vidyapith. In addition, a special IEY exhibition took place, whose major theme was the progress of education from 1920 to 1970.

The October issue of "The Education Quarterly" (Ministry of Education) was devoted to IEY.

A seminar on the Open University is scheduled for 16-19 December in New Delhi under the joint auspices of the Ministry of Education and Youth Services and the University Grants Commission.

Italy

In the context of IEY and on the occasion of the centenary of the birth of Maria Montessori, an international congress on "Maria Montessori and the problem of education in the world" was held in Rome and Perugia from 12 to 15 September 1970.

Organized by the National Montessori Association in Rome in collaboration with the Unesco National Commission under the patronage of the President of the Italian Republic, the congress was attended by about one thousand participants from Italy and some thirty other countries round the world, among whom were counted prominent educators and educational specialists.

Discussion of the educational problems of children led on to the subject of life-long education and the possibilities today for a renewal of education, inspired by the thought and work of Maria Montessori, on a European and world-wide scale.

Ivory Coast

In the context of IEY the Government organized, through the National Commission for Unesco and the National Federation of Youth Movements and Associations, a national education week, during which, among other activities, a symposium was held on "Human resources and economic and social development" and information was broadcast on television facilities for programmed instruction in Bouaké.

Japan

Three more projects have been included in Japan's IEY programme: a study on the improvement of the student aid programme; a survey on special curriculum activities in primary and secondary schools; and a survey on pre-school education.

Lebanon

Two studies have been published as part of Lebanon's IEY programme: one on "Programmed Instruction", prepared by the Institut pédagogique national de l'Enseignement technique; the other on "Panorama of Technical Education", carried out by the Department of Technical and Vocational Education in the Ministry of Education.

Mauritius

1. The basic guideline followed for IEY by the Ministry of Education and Cultural Affairs has been to gear the educational system to the development needs of the country over the next 20 years while providing for the cultural aspirations of the individual.

2. Activities undertaken to this effect include notably:

In general, training abroad of teachers and administrative officials; inquiries by the Curriculum Research and Reform Committee; recasting of the adult education programme to give more weight to functional literacy; issuance in December of a new educational magazine "Mauritius Education".

At the primary level, development of teacher training; expansion of the textbook publishing programme; introduction of general science into the curriculum for the 8 plus age group.

At the secondary level, reorganization of secondary school councils to give students more say in school matters; increasing the number of senior primary or junior technical schools from 3 to 11; building of four new State-secondary schools; an increase in the number of scholarships for training abroad; regular use of educational television; opening in November of a sea training school; study of final steps to set up the Institute of Education in the university; investigation, by a British expert, of the possibility of running courses on the open university pattern; introduction of agriculture into the curriculum of two private secondary schools, etc...

3. In addition, various functions have been especially organized to mark IEY: official inauguration of the Year by the Prime Minister; organization by schools, with the participation of parent-teacher associations, of open days, projects, exhibitions, film shows, lectures by specialists, competitions, public speaking contest; a geography forum arranged by secondary school pupils; laying of the foundation stone, in June, of the Mahatma Gandhi Institute; celebration of centenaries (death of Charles Dickens and birth of Beethoven); a seminar organized in September by the Union of Managers of Private Secondary Schools to consider reforms; distribution, as of May, of school meals to primary school pupils, thanks to the World Food Program, etc...

Syria

Sent by the Syrian State Planning Commission as an annex the official programme for IEY, the Five-Year Plan (1971-1975) for education in the country includes: fusion of elementary and intermediate education under one cycle; completion of the implementation of the plan for compulsory schooling for the first six years; revision of the curricula for primary teacher training colleges; organization of in-service teacher training for primary, secondary and technical teachers; expansion of school building projects, and improvement of health facilities in schools, etc...

United States of America

A special White House Conference on Children and Youth has been scheduled to take place in Washington, D.C., 13-18 December.

During the same month, a special IEY Conference on the theme "Education in the Seventies" is to be convened in Philadelphia by the U.S. National Commission for Unesco, in co-operation with the Bureau of Educational and Cultural Affairs of the Department of State, and the Department of Health, Education and Welfare. In recognition of the fact that IEY represents the beginning of countless future efforts, the conference has been designed to assure that United States efforts are appropriately evaluated and formed into a coherent strategy for a decade of innovation and change; that the aspirations of youth are correctly represented in the year-end report; that the link between domestic and global problems is appropriately highlighted; that the significance of the year's efforts is brought home to the public at large.

Uruguay

In connexion with IEY the following events and activities were organized: several televised lectures giving information about the purpose and significance of IEY, together with a showing of the film "Turning Point"; the printing of the Director-General's message and its distribution, by the National Committee of School Co-operatives, to all children and teachers in school co-operatives throughout the country; a competition between all the country's schoolchildren for the best designs for four postage stamp issues; concerts, exhibitions, theatre performances, lectures and round tables, student group excursions, competitions, scholarship awards, and studies undertaken on primary, secondary and special education.

Activities within the Framework of the United Nations System

UNITED NATIONS

Taken from a progress report on IEY activities of the units at Headquarters and of the regional economic commissions and institutes, the following examples should be noted:

Policies, studies, surveys and stocktaking reports

Reports by the Social Development Division on such subjects as Training for Social Welfare; the World Social Situation; the Outflow of Trained Personnel from Developing to Developed Countries, etc.

A study of education as a factor of raising living standards as well as a form of capital formation, by the Centre for Development Planning, Projections and Policies.

A report on the education of youth in respect of human rights and fundamental freedoms.

Preparation, at the request of the Commission on the Status of Women, of a study aiming at evaluating the effects of co-education on training and performance, career opportunities, etc.

Carrying out, by the Manpower and Training Section of the Economic Commission for Africa, of a number of studies which directly promote the objectives of IEY, such as the evaluation survey of the supply and demand of university-level cadres in selected African countries undertaken with assistance from the Netherlands.

A report by the Economic Commission for Asia and the Far East, reviewing the social situation in the region and other studies on such subjects as "Community education and development", "Training and research for social development", etc.

Thorough reorientation and evaluation, by the Latin American Institute for Economic and Social Planning, of its training programme.

Operational activities

A number of seminars, workshops and training courses organized by the Economic Commission for Africa with a view to improving the performance capability of African personnel, particularly in the public sector.

Two annual intern programmes conducted by OPI for university students at the graduate level concentrated on the subject of IEY: one held in Geneva on "Education in a developing society" (25 July-7 August); the other held in New York (3-28 August).

WORLD HEALTH ORGANIZATION (WHO)

In addition to the information already published in earlier numbers of the Bulletin on activities undertaken by the Headquarters and Regional Offices of WHO in conjunction with IEY, it seems desirable to mention illustrations of the types of activity undertaken, that WHO:

has carried out inquiries, surveys and evaluations in various countries concerning the health manpower situation as well as education and training facilities and methods, with a view in particular to: defining a strategy aimed at solving the problem of international movement of trained health manpower (brain drain); making an assessment of education and training projects jointly assisted by WHO and Unicef; devising a fellowship programme to alleviate the acute shortage of trained health personnel in many countries; drawing up recommendations for schools of public health to modernize their curricula and teaching methods, etc...

is participating in educational projects supported by the United Nations Development Programme, especially with a view to helping to develop as centres of excellence existing institutions in strategically located member countries;

has launched, with the active co-operation of WHO regions, a long-range teacher-training programme;

is establishing a mechanism for the permanent evaluation of teaching aids and programmes;

has undertaken various activities in pertaining to research in education of health personnel;

is preparing, jointly with the International Epidemiological Association, a manual to be published in several languages, on teaching methods in epidemiology;

has devoted entire special numbers of the WHO Chronicle and World Health to questions bearing on the training of health workers of various types and levels;

has prepared two radio broadcasting programmes on new trends in medical education and training which have been distributed free of charge to radio networks, medical schools and other interested bodies;

has published a WHO classification of medical educational literature in the WHO Chronicle and has drawn up a short bibliography on the topic of reform in medical education and training.

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR)

UNITAR celebrated IEY by launching its special lectures series for 1970 with a lecture on "The Future of International Education", which was presented in May in the United Nations Headquarters by the President of the Centre for the Study of Democratic Institutions, Santa Barbara, California. This lecture is now being published.

Other Intergovernmental Organizations

THE IBERO-AMERICAN BUREAU OF EDUCATION

As a contribution to IEY, the Bureau convened in Madrid (6-12 October 1970) a Conference of Ibero-American Ministers of Education which dealt principally with: (1) the present situation and future prospects of education in the participating countries; (2) co-operation between intergovernmental organizations; and (3) the teaching and dissemination of Spanish in the Philippines. The following attended the Conference: five Ministers of Education, six Deputy Ministers, representatives of 18 Latin American countries and delegates from the Philippines and Portugal, together with observers from FAO, the Intergovernmental Committee for European Migration, the Organization of American States and the Ford Foundation.

International Non-Governmental Organizations

ASSOCIATED COUNTRY WOMEN OF THE WORLD (ACWW)

Activities undertaken in connexion with IEY include: a seminar on "Indian Women Plan for the Seventies" sponsored jointly by the ACWW and the U.S. Country Women's Council, held in Fort Collins (Colorado) in August; a three-month training course offered by the Irish Country Women's Association to two candidates from Italy and one from Cameroon; 5-day training courses organized for 400 to 600 women in four centres of West Malaysia sponsored by the ACWW Lady Aberdeen Scholarship Fund.

INTERNATIONAL ASSOCIATION OF LEGAL SCIENCE (IALS)

In the context of IEY, the Association is contemplating carrying out an inquiry and organizing a symposium on the training of lawyers in Africa.

WORLD PEACE THROUGH LAW CENTRE (WPTL)

To mark World Law Day, the Centre organized a ceremony, held at Unesco House (Paris) on 25 November 1970, whose theme this year was devoted to problems in education. On behalf of the members of the legal profession of the Centre's 128 member countries, an appeal was made to the peoples of the world to join forces, in this International Education Year, in supporting the ideal of World Peace Through Law "to the end that never again will disputes between nations be decided by the ancient and archaic methods of the killing of human beings". This appeal was made specially to the youth of the world.

INTERNATIONAL COUNCIL ON SOCIAL WELFARE (ICSW)

At its 25th International Conference, held in Manila in September, the ICSW, taking as its theme "New Development Strategies", analysed educational problems in their social context, with particular reference to youth and the socially underprivileged.

INTERNATIONAL COUNCIL OF MONUMENTS AND SITES (ICOMOS)

In the context of IEY, the Council has given its support and advice to the initiatives taken at the national level by its National Committees in regard to the training of conservation architects and suitably qualified personnel in other areas of conservation work. In particular, the Council has (1) sponsored and helped to organize advanced specialist courses given at the Rome Centre on the restoration of historic monuments; (2) drawn the attention of Member States to the importance of training experts and specialists; and (3) published in No. 3 of *Monumentum*, the reports from the Unesco Symposium held in Pistoïa concerning the training of architects and restorers.

INTERNATIONAL COUNCIL OF MUSEUMS (ICOM)

During IEY there has been a considerable increase in the tempo of activities undertaken by ICOM over the last few years to promote the educational rôle of museums: publication in March of the first number of the review "Museums-Education-Cultural Action"; publication in French of Professor H. Zetterberg's book "Le musée et l'éducation des adultes"; the dispatch, to six South and South East Asian countries, of a mission responsible for distributing information aimed at promoting the educational functions of the museum; the meeting in Weimar of an expert group commissioned to study training programmes for the educational personnel of museums; the launching of a pilot project to analyse the rôle of the museum in the community. (Industrial and Technological Museum, Calcutta). Furthermore, the ninth General Conference of ICOM, which will be held in France in 1971 and will have as its theme "The museum in the service of mankind, present and future - The educational and cultural rôle of museums", will take place in the context of IEY's aftermath.

INTERNATIONAL FEDERATION OF NEWSPAPER PUBLISHERS

At its 23rd Congress held in June in Washington the Federation devoted one session to the subject of "The newspaper as a means of education", and adopted a resolution supporting the action taken by Unesco in the field of education, especially in the context of IEY.

INTERNATIONAL FEDERATION OF "ECOLE MODERNE" MOVEMENTS (FIMEN)

The International Congress of the "Ecole Moderne" (Pédagogie Freinet) took place in March in Charleville-Mezières (France). In addition, from 13 to 22 July, an international meeting of Freinet teachers was held in two Slovak towns, the occasion being marked by two art exhibitions, one held at the Regional Pedagogical Institute in Bratislava, and the other at the Art School in Martin.

WORLD FEDERATION OF TEACHERS' UNIONS (FISE)

As a contribution to IEY, FISE published a leaflet entitled "Education in today's world"; its two sections dealt respectively with the adaptation of teaching methods to the needs of the modern world, and with the ideas, aims and activities of IEY.

FRIENDS WORLD COMMITTEE FOR CONSULTATION (FWCC)

The concern of the Religious Society of Friends (Quakers) for universal education and for the training of young people to play their part in the world of today finds expression in work camp organizations, in opportunities for service abroad, and in an annual summer school at Geneva for the study of the United Nations work. Friends are also endeavouring to foster the concept of life-long education by the establishment of institutions of adult education and of Quaker study centres and by the organization of international conferences and seminars.

FWCC is informing its educationalists and individual members throughout the world on the main objectives of IEY and is circulating various materials and documents concerning Unesco's activities.

The annual conference of Quaker teachers, to be held in the United Kingdom in December, will be devoted to "Education as a World Problem", and will include addresses and discussions on IEY and on Education for Peace and International Understanding.

INTERNATIONAL ASSOCIATION OF SCHOOLS OF SOCIAL WORK

In India, the Kerala branch of the National Association of Trained Social Workers started a research fellowship programme and is organizing a social work library at Trivandrum.

In the United States of America, the Council on Social Work Education has adopted, in April 1970, a statement to be used as a policy guide and an educational constituency in establishing priorities in the field of social work education.

THE INTERNATIONAL STATISTICAL INSTITUTE

An expert meeting on "New Techniques of Statistical Teaching", with special emphasis on the use of audio-visual devices, the aid of computers and programmed learning, was organized by the Institute in the Netherlands (9-12 September), with Unesco support.

INTERNATIONAL THEATRE INSTITUTE (ITI)

As its contribution to IEY, the ITI has sought to introduce in schools and then at the university level, a more practical and graphic form of artistic education alongside education of the more theoretical type. Activities on the ninth World Theatre Day, held on 27 March, reflected the ITI's concern with this idea. In pursuance of a motion adopted by the thirteenth Congress of the ITI, the various centres of the Institute also got in touch with those in charge of education in member countries for the purpose of examining whether such a policy could be implemented. The mutual understanding reached at preliminary meetings between teachers and representatives of the theatre was an encouraging sign.

INTERNATIONAL COUNCIL ON SPORTS AND PHYSICAL EDUCATION (ICSPE)

As its contribution to IEY, the International Council has conducted a campaign for "Sport for All";

distributed throughout the world thousands of copies of the Declaration on Sport; made special efforts to extend its work for fair play and for the defence of the ethics of individual, national and international sport.

INTERNATIONAL FEDERATION OF LANDSCAPE ARCHITECTS (IFLA)

The Federation's Committee on Education, after having carried out a comprehensive inquiry, plans to publish a considerably amended and increased version of a previous report (1968) listing the schools and universities, all over the world, teaching landscape architecture at the highest level.

The Federation is also preparing a 10-week special training course for landscape architects for the setting and conservation of historical gardens and sites.

INTERNATIONAL MUSIC COUNCIL (IMC)

IMC contributed to IEY through the International Society for Music Education (ISME), which deals specifically with educational matters. In addition to the three meetings mentioned in Bulletin No. 8 (March), it should be noted that the Board of Directors of ISME decided to establish three special commissions covering development, research and publication with a view to further develop the society's activities.

INTERNATIONAL POLITICAL SCIENCE ASSOCIATION (IPSA)

In connexion with IEY, IPSA is organizing a round table on the theme "The contribution and the impact of political science education on decision-making centres - How does the university assist active men?", to be held in Bucharest.

INTERNATIONAL MOVEMENT FOR FRATERNAL UNION AMONG RACES AND PEOPLES (UFER)

The activities undertaken by UFER in connexion with IEY include in particular: organizing clubs and holding seminars and work sessions for the purpose of carrying out international education programmes at the student level; launching numerous projects for fundamental education, literacy work and child and adult education in Africa, Latin America, the Middle East and Asia, and in addition initiating teacher-training schemes for all categories of teachers in every continent.

CATHOLIC INTERNATIONAL EDUCATION OFFICE (CIEO)

Held in March under the auspices of CIEO, in Manila, the eleventh annual national Congress of Catholic Education in the Philippines took IEY as the framework for its discussions. The Congress was opened by the President of the Republic.

WORLD SOCIETY FOR THE WELFARE OF THE BLIND (WSWB)

To mark IEY, WSWB paid particular attention to encouraging its member countries to ratify the agreement on the free flow of educational, scientific and cultural materials, adopted by Unesco's General Conference at Florence in 1950.

SOROPTIMIST INTERNATIONAL ASSOCIATION (SIA)

SIA has established a wide-ranging programme for IEY including studies on education facilities available locally, the degree of illiteracy that exists and the use of adult education courses; mass media, its merits and demerits, the use of mechanical aids in teaching; and on equality of access to education. The Association will assist with projects for literacy and elimination of discrimination, scholarships and fellowships for secondary education in developing countries and for university study, and for rebuilding a school in Samoa destroyed by an earthquake. The Association also plans to support selected Unesco Gift Coupon schemes, provide educational equipment for a school in Botswana, a kindergarten school for mentally handicapped children in Israel, a nursery school in Nigeria and assist in building and operating a day-school and community centre in Turkey. Articles will be published on educational problems and on programmes in keeping with the purposes of IEY.

SRI AUROBINDO SOCIETY

Following a decision taken on the eve of IEY, the Managing Committee of the Institution Sri Aurobindo Siksha Niketan in Kundra (India) exempted students for payment of tuition fees with effect from 1 September 1969 to May 1970. Efforts will be made to continue giving free education permanently to the students.

INTERNATIONAL UNION OF OFFICIAL TRAVEL ORGANIZATIONS (IUOTO)

The better to emphasize the educational and cultural value of tourism, IUOTO undertook a number of activities within the context of IEY, in particular: vocational training of group leaders; publication of a technical report on vocational training; the organization of a correspondence course on "Marketing training in national tourist organizations and travel agencies"; two inquiries dealing respectively with curricula and student guidance in the field of tourism, and with the situation as regards admission of foreign hotel staff to hotel schools and institutions in the developed countries; and several other studies on topics such as tourism as a creator of jobs, the potential supply of tourist resources in the international context, and the human environment.

UNITED SCHOOLS INTERNATIONAL (USI)

The Indian National Branch of USI organized on 25-29 May an all India teachers seminar on "25 Years of the United Nations and IEY", which took place in Gandhidham. Four thousand member schools (private, public or government) actively participated in supporting the IEY objectives.

WORLD ASSOCIATION OF WORLD FEDERALISTS

In connexion with IEY, the Association held a seminar on "Education with a World Perspective" in Ottawa on 21 August 1970. The purpose of the meeting was to plan for a 1972 Syllabus Reform Conference. The assembly was directed to a revolution in education towards a system "relevant

WORLD COUNCIL OF CHRISTIAN EDUCATION (WCCE)

Several references have been made to IEY in the Council's publication and Vol. 25, No. 2, Second Quarter 1970, of the magazine "World Christian Education" is entirely devoted to it.
to the current scene... to a technical and mechanical society, to the global society, and the multiracial society".

News Briefs

IN ARGENTINA

As its contribution to IEY, the Lucis Foundation, in collaboration with the Educational Broadcasting Section, is transmitting weekly information bulletins aimed at increasing knowledge of all aspects and categories of educational activity in Argentina and abroad.

IN BELGIUM

The first number of the new series of Adaptation is seen by its authors as "the contribution of a small commune to the vast effort so nobly led by Unesco under the aegis of IEY". The aim of Adaptation, which is published by the Laboratory of Child Pedagogy and Psychology in Angleur, is to publicize the joint efforts of teacher and parents to assist each child in finding the best outlet for his development. This first number discusses in particular the Laboratory's current activities and problems, as well as the observation of children in the initial years of primary education.

An international symposium organized jointly by the State University Centre's Advanced Institute of Pedagogy, and the International School at SHAPE took place at Mons on 13 and 14 November. With its theme "Toward a Synergy in International Education", this meeting attracted more than 600 participants and enabled the groundwork to be laid for a number of studies and schemes involving international co-operation.

IN CANADA

The First World Congress of Comparative Education Societies, attended by about 200 participants from some thirty countries, was held in Ottawa (17-21 August). It approved the continuation of the International Committee as a World Council for Comparative Education and the establishment of a Secretariat for the Council at the University of Ottawa. It also charged the Council with responsibility for seeking approval of a Constitution and with mounting a Congress in 1973.

IN THE DOMINICAN REPUBLIC

In its General Assembly held at Santo Domingo in August, the Union of Latin American Universities (Mexico), as a contribution to IEY, adopted as its central theme "The Latin American University and the demands of contemporary society".

IN ECUADOR

In connexion with IEY, the Charles Darwin Foundation for the Galapagos Isles has enlarged its educational programme in the fields of science, education for children and training for national parks' keepers.

IN THE FEDERAL REPUBLIC OF GERMANY

The review "Auslands-Kurier", a publication favouring cultural and economic co-operation in Europe and overseas, devoted part of its August number to IEY.

IN GUATEMALA

As its contribution to IEY the Guatemalan Federation of Radio Schools has broadcast a number of courses designed to train auxiliary literacy teachers in various towns throughout the country and has also set up a radio transmitter in Esquipulas.

IN INDONESIA

Two IEY commemorative stamps, bearing the IEY and Unesco symbols, were issued in November.

ISRAEL

The Municipal High School Herzliya monthly magazine "Echoes", intended as a means of promoting international understanding, published articles on IEY in its May issue.

IN MEXICO

The Regional School Building Centre for Latin America (CONESCAL) made its contribution to IEY by publishing a pamphlet containing information on the internal organization, aims, activities and financing of the Centre.

IN SPAIN

As its contribution to IEY, Alicante's Friends of Unesco Club organized in October a series of lectures on art and literature, together with French classes and chess classes.

IN THAILAND

In connexion with IEY, the Thai Library Association organized in Bangkok, from 21 to 25 December, a seminar on the theme "Library and Education".

IN THE UNITED ARAB REPUBLIC

On the occasion of IEY, the American University in Cairo has published a special issue of its

"Journal of Modern Education" concerning adult education.

IN THE UNITED STATES OF AMERICA

The American Association for the Advancement of Education is holding its annual meeting from 27 to 30 December in Chicago. The Education Section hopes to devote considerable attention to IEY in its programme and has invited numerous organizations, agencies and foundations which are active on the international scene to participate in the programme and share with the audience their thinking and plans for the decade ahead.

EUROPEAN ORGANIZATION FOR NUCLEAR RESEARCH (CERN)

The last page of the booklet presenting the programme of technical education courses offered by CERN in 1970-1971 is devoted to IEY.

UNESCO NATIONAL COMMISSIONS IN AFRICA

IEY was one of the items discussed by the participants to the Third Sub-Regional Meeting of East and Central African National Commissions, held in Addis Ababa from 25 to 27 August 1970

UNESCO INSTITUTE FOR EDUCATION HAMBURG

In commemoration of the tercentenary of the death of Comenius, the Institute has published in English a 95-page book entitled "Comenius and Contemporary Education". It includes articles on Comenius as a Man and as an International Citizen (John E. Sadler); the Recommendations of Comenius regarding the Education of Young Children (Dagmar Capková); Comenius and Teaching Methods (Bogdan Suchodolski); and Comenius and the Organization of Education (Jean Aubá). A version in French will be published in early 1971.

Please keep us informed of your plans for IEY. Articles, correspondence, contributions of news and other material will be welcome. We wish to hear from Member States, NGOs and IGOs. Every effort will be made to publish your news in the earliest possible issue. We want to know and publicize what you are doing for International Education Year 1970.

Articles and information material from the IEY Bulletin may be reprinted freely by newspapers, journals, radio, television and other media. It will be appreciated, however, if cuttings or copies of publications in which material appears are sent to the IEY Special Unit, Unesco, Place de Fontenoy, 75 Paris 7e, France.